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ABSTRACT

Although this report focuses on coordinated counseling in the traditionally black colleges, the material is equally significant for all institutions interested in relating student personnel services to the needs of the "new student" and of the minority student in particular. Emphasis is placed on the need for coordinated counseling, counseling needs of students, a program model, vignettes of counseling programs at Albany State College, North Carolina Agricultural and Technical State University, Texas Southern University, and the University of South Florida. The effects of coordinated counseling are briefly reviewed and recommendations are suggested. A check list to evaluate program success and a brief bibliography are provided. (MJM)

ED 084968

NEW STUDENTS AND COORDINATED COUNSELING

Anne S. Pruitt
Case Western Reserve University

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"The creation of a system of faculty advisers at Johns Hopkins in 1877 and the appointment of a board of freshman advisers at Harvard in 1889 were apparently the first formal recognition that size and the elective curriculum required some closer attention to undergraduate guidance than was possible with an increasingly professionally oriented faculty. By the 1920's most colleges and universities were busy perfecting various sytems of freshman counseling, freshman week, faculty advisers, and before long the campus psychologist as well as the college chaplain would join these many agencies in giving organized expression to a purpose that had once been served most simply by a dedicated faculty."

Frederick Rudolph

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FOREWORD

The role of student personnel services in institutions of higher education is undergoing significant changes in structure and function, particularly in response to the characteristics and requirements of the "new students" now pursuing education beyond high school. The importance of comprehensive counseling resources, readily accessible to students, is clearly apparent. The traditional pattern of student personnel services is not adequate to meet the needs of students now coming to our campuses.

The Southern Regional Education Board has a particular concern for providing maximum opportunity for blacks in higher education and is conducting a variety of programs to achieve this goal. As a result of two workshops on counseling services in the traditionally Negro colleges and universities, a decision was made to review ways in which counseling resources may be coordinated and organized to achieve a comprehensive and highly accessible operation.

Although this report has a focus on coordinated counseling in the traditionally black colleges, the material is equally significant for all institutions interested in relating student personnel services to the needs of the "new student" and of the minority student in particular. One of the case studies was conducted on the campus of a predominantly white university.

SREB was fortunate to secure the services of Dr. Anne S. Pruitt to prepare the report. She had assisted in an SREB study of curriculum change in the black colleges in response to new career opportunities. She has both experience and advanced training in student personnel administration. We express appreciation to Case Western Reserve University for making it possible for Dr. Pruitt to have the time to conduct the studies and to write the report.

Winfred L. Godwin
President

ACKNOWLEDGMENTS

No document of this sort can be written without the wisdom found in the writings of others and the discussions one has with his colleagues. To all of these I extend my thanks for helping me to develop some convictions of my own.

A special thank you must go to the following persons who read and reacted to my first draft: Marian Capps, Margaret Fisher, Pat Gurin, Mary Howard, J. B. Jones, Jerry Saddlemire, Bill Sedlacek, Phil Tripp and my husband, Ralph. They are not responsible for what you will read here; I am. And still another expression of gratitude goes to my secretary, Janet Hawkins.

I commend and thank the Southern Regional Education Board's Institute for Higher Educational Opportunity, under the direction of Jim Godard, for its foresight and courage in addressing still another aspect of higher education in the South—counseling.

The reader should be made aware of the frame of reference out of which I prepared this document. I was reared in the South, educated at a black university, and worked in black institutions for a number of years. With these deep roots, one cannot be totally objective. I brought to this task, then, convictions about the ideal, but influenced by a distinctive set of experiences: successes and frustrations in working in the black institution of higher education, knowledge of its struggles and challenges, its students and its faculty, and deep longings for its viability; above all, mindful that it is not one institution but many, diverse in a number of ways, but heir to a common mission—to help the student who comes to prepare himself for freedom and equality.

A.S.P.
Shaker Heights, Ohio

May 10, 1973

SUMMARY

GOAL: To improve the capability of the black college to serve the needs of all of its students

METHOD: Create a system of coordinated counseling

Bring together from diverse units in the institution those activities that have counseling components; add new ones where gaps exist

Reach out to influence those structures that cannot be consolidated

RESULT: Provision of a full array of help

Accessibility of the sources of help

Enrichment of the educative process

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RECOMMENDATIONS

It is recommended that:

1. Each institution examine its commitment to students, especially the "new students" now entering American colleges, and determine how the program of education, with the assistance of counseling activities, can best respond to that commitment.

2. Responsibility for directing the coordinated counseling program be assigned to an individual who is specifically educated in the field of counseling and who has the potential for successfully administering the program.

3. The director report to the chief institutional officer who is most knowledgable about and sympathetic with the philosophy of counseling and student development.

4. The central offices be housed in an accessible location, preferably near the student traffic center of the campus, in a student services building, and away from administrative offices.

5. Emphasis be placed upon the services "new students" seem to need, such as academic support, financial aid counseling, career counseling, counseling on matters involving self-esteem and identity, admission to graduate and professional schools, and counseling for veterans and older students.

6. Lines of communication be opened so that the program can reach out to any segment of the institution where growth and development of students can be enhanced, using new settings and new techniques for the delivery of service.

7. The program be staffed with individuals who are specifically educated in counseling, whose skills complement each other, and who represent the racial and ethnic composition of the student body.

8. Interested students be trained to work in the program as counselor-assistants and faculty be helped to develop counseling competencies.

9. Where there are institutional programs with counseling components that cannot be brought into the centralized program, an interface be created with them.

10. Community resources that can extend the availability of counseling be identified and used.

11. A program be designed to keep the students, faculty and administration informed of the program's activities and available services.

12. An advisory committee representative of the institutional community be established to review policy and to help evaluate the program's activities.

13. A continuous program of research and evaluation be conducted.

14. A testing program be conducted that is pertinent to student and institutional needs and sensitive to the biases against non-traditional students.

15. The shift to coordinated counseling be conducted with attention to accepted techniques for bringing about planned change.

16. Sufficient funds be provided for hiring an adequate staff, purchasing equipment and operating the program.

COUNSELING NEEDS

Financial?

Identity?

Learning?

Personal Relations?

Vocational?

Crisis Intervention?

Admission to Graduate and Professional Schools?

THE CASE FOR A COORDINATED PROGRAM OF COUNSELING

We have had counseling of a sort in higher education for as long as colleges and universities have existed. Concerned faculty members, administrative staff and even students have lent an ear, or provided a broad shoulder and a bit of advice to those students who have sought their help. Organized systems of counseling, however, are said not to have appeared on college campuses until around 1910. Since that time, the concept has spread rapidly, so that at the present time, nearly every campus has some form of organized counseling activity.

The expectation might be that with this sixty-year history, counseling might be a well-developed entity and play a well-established role in higher education. Counseling is well established, but the context in which colleges and universities function and the distinctive issues that confront them today require new questions to be raised concerning the nature of their counseling activities:

How comprehensive are these counseling activities?
How much of a concerted impact do they exert upon students?
How much support are they receiving from the faculty and administration?
How accessible are they to students in time and place?
How responsive are they to the most pressing needs of students?

Because few institutions can give positive answers to all of these questions, and because the answers vary widely from campus to campus, it seems evident that the advantages of a counseling service are not being fully realized. One way to obtain more fully the potential inherent in counseling activities is to organize them into a coordinated program.

A number of conditions make it timely to recommend the concept of coordinated counseling to institutions that have traditionally enrolled large numbers of black students. To begin with, a great hunger for learning is manifest in all segments of society. Many students who traditionally might not have considered higher education are now entering college. These are the "new students" or "non-traditional students." They are real, genuine, eager, worthwhile students. However, these students need a new kind of assistance in solving educational problems and overcoming deficiencies in academic skills. Some have special needs in dealing with their self-concepts, especially as they relate to the meaning of the black experience. And although the incidence of these problems among black students may not be greater, the need for assistance is more urgent. The sources of assistance for these students must not be scattered, but accessible and even outreaching.

The counseling profession itself is reconsidering the role it has been playing in higher education. The trend is away from traditional intervention in crises and toward a more general student development concern. The developmental role is seen as helping all students, at whatever stage, to grow. This may involve attacking deficiencies in reading or improving the performance of the good reader; raising achievement levels or helping honors students to cultivate exciting new opportunities; shaking a drug habit or conquering overweight; searching for one's identity or affirming the self one believes he has found. To be therapists is not enough; to create possibilities for human beings is the newer challenge. Thus, the counseling center becomes more central to the total educative process.

Moreover, the counseling profession is taking another look at the way services are delivered. The one-to-one relationship no longer holds a monopoly on the time of staff members; the group is coming into its own as an effective medium for assistance. The setting is no longer restricted to the counseling office. Residence halls, coffee houses, academic departments and student unions may provide useful settings for counseling purposes. And the individuals who provide these services may include student paraprofessionals, local citizens, alumni and faculty in addition to professionally prepared counselors.

Finally, traditionally black institutions are among that group of colleges and universities which seem to be especially well suited to make the kind of contribution to student development called for here. Research reported by the Carnegie Commission on Higher Education* suggests that these colleges are concerned about the individual welfare of students. Faculty and staff are known to work intensely with students to help them succeed. Students are friendly and interested in helping each other. After they graduate, their attachment to the institution often is unusually strong. Many have been made to feel that they matter as individuals. Moreover, it is well known that these institutions have succeeded in teaching, not only the promising student, but the so-called high-risk student as well. Many of these institutions have reduced the odds and have produced the vast majority of black leaders in America. These are some of the very conditions that are conducive to the theme advanced here: coordination of counseling activities within a student development mold.

Instead of aping the practices of the so-called elite, and in some cases less humane or larger institutions that pursue different missions, the traditionally black

*A. W. Astin and C.B.T. Lee, *The Invisible Colleges*, New York: McGraw-Hill, 1972.

college has the opportunity—indeed the responsibility—to lead in creating a viable response to today's new students. It can capitalize upon what could be termed the peculiar potency of its environment, combine that potency with a different system for managing its counseling activities, and exert an impact that maximizes the development of its students.

A program of coordinated counseling would be responsible for integrating all of the institution's counseling activities, like reading and testing and psychological counseling, and it would add components where gaps exist. It would reach out to those units, such as residence halls, or academic departments which cannot or should not be brought under the umbrella of a coordinated program, and it would create the type of liaison with those units that would influence their general effectiveness. It would bring to bear all of the resources that are pertinent to a student's situation. What is being advocated is change in the organization of counseling resources and the strategy for their use; and while change does not assure progress—no progress was ever made without it.

This recommendation for a coordinated program of counseling will now be explored in more depth. First, cues to the counseling needs of students who attend predominantly black colleges will be examined. Then, a model will be presented which directs attention to considerations that bear upon the content of a counseling program. The reader will have an opportunity next to see how four institutions in the South are managing their counseling programs. Because the creation of a coordinated program is likely to involve the institution in innovation, some suggestions for bringing about change will be offered. (A check list for measuring the success of a program summarizes some of the key recommendations.)

COUNSELING NEEDS OF STUDENTS WHO ATTEND BLACK COLLEGES

In 1972 the American Council on Education surveyed American College freshmen on a number of demographic and attitudinal characteristics. Reproduced in Table 1 are selected characteristics that bear directly on the concerns of this monograph.

TABLE 1

Selected Characteristics of Fall 1972 Freshmen Entering Predominantly Black Colleges and All 4-Year Colleges, by Percent*

Selected Item	Black Colleges Percent	All 4-Year Colleges Percent
Demographic Characteristics:		
Under 18 years old	6.2	14.7
Home is within 50 miles of the college	43.6	40.6
Grew up on a farm	10.4	6.9
Non-white	98.4	4.6
Father did not graduate from high school	54.4	22.0
Veteran	5.0	1.1
Economic Characteristics:		
Family income below $6,000	53.7	5.7
Major source of support is loans	42.5	27.0
Major concern with finances	76.5	76.4
Employed while not in school	15.1	9.8
High School Background:		
High school average of 'A'	2.0	7.7
Top half of class	64.5	84.9
Finished high school before 1972	10.8	5.5
Degree Plans:		
Doctorate	14.8	11.2
Master's	40.8	33.4
M.D.	0.7	7.3
Aspirations:		
Businessman	17.2	14.4
Teacher	17.0	8.8
Undecided about career	9.4	14.3
Be an authority in my field	74.3	61.7
Obtain recognition from peers	54.8	38.0
Be very well-off financially	62.0	39.2
Develop a philosophy of life	70.0	74.6
Never be obligated to people	33.2	22.8
While In College They Expect To:		
Change major field	16.7	18.5
Change career choice	12.5	19.1
Fail one or more courses	4.2	2.5
Make at least a 'B' average	24.7	34.7
Seek vocational counseling	16.0	14.3
Seek personal counseling	14.0	7.5
They Will Need Special Help In:		
Mathematics	60.0	39.0
Foreign Language	36.4	25.5
Science	30.9	25.2
English	23.8	18.2
Reading	11.7	10.9
Expectations From College Attendance:		
Monetary benefit	77.8	54.0
Success after graduation	28.3	16.4
Attitudes On Social Issues:		
Gov't not desegregating quickly	69.5	48.3
Give disadvantaged pref. treatment	68.9	39.4
Adopt open admission at public colleges	55.1	31.9
Black students	- 8,317	
4-Year College Students	- 94,217	

*Based on data collected from 22 predominantly black institutions and 246 predominantly white institutions.

Source: American Council on Education. *The American Freshman: National Norms for Fall, 1972.* Vol. 7, No. 5, Washington: The Council, 1972.

One might examine Table 1 and conclude that black students bring little that is intellectually or personally negotiable to college. Their fathers are not well educated and their family income barely reaches the subsistence level; many are supporting themselves by borrowing money and working during vacations. Only two-thirds rank in the top half of their high school graduating classes; they admit the need for help with the three R's; and they consider their chances of achieving a 'B' average to be remote. Only 2.2 percent of the freshmen entering black colleges in comparison with 7.7 percent of all four-year college freshmen earned an 'A' average in high school. They do not expect to change their career plans, but they do expect to seek vocational counseling. When compared with other students, twice as many expect to fail one or more courses.

To focus upon deficits alone is to be preoccupied with the pathology of black people. The important factor to consider is their strengths and resources. Re-examining the data, then, it becomes apparent that many black students have a strong *achievement orientation* (plans for graduate education; desire to be an authority in their fields and to be recognized by their peers; desire to be well-off financially; and the desire to attend college even though it might have to be postponed. More than one-third were in the top half of their graduating classes, and more than a fourth do expect a 'B' average.) They believe that *the system should work for them.* (The government should desegregate more quickly; and public colleges should have open admissions.) They want *to develop a philosophy of life* (most likely including such considerations as black consciousness, the meaning of the black experience and the unification of the black people). They pin their *hopes on college attendance* to bring them success and money.

Turning now to mental health, Farnsworth, former Director of University Health Services at Harvard, estimates that for every 10,000 college students:

1000 will have emotional conflicts severe enough to warrant professional help
300-400 will have feelings of depression deep enough to impair their efficiency
100-200 will be completely apathetic and unable to organize their efforts
20-50 will be so adversely affected by past family experiences that they will be unable to control their impulses
15-25 will become ill enough to require hospital treatment
5-20 will attempt suicide and 1-3 will succeed.*

These estimates along with the ACE data make the point that counseling services should be available to college students. That some students are aware of this need is clear from the data in Table 1: they expect to seek both vocational and personal counseling while in college.

During my visits to the four schools, students talked candidly with me about what they believed to be the most serious student problems. These students were not systematically selected to be representative of each student body. Rather, some were paraprofessionals in the counseling center; some were students who just dropped in while I was in the reception area; some met with me in a group while preparing for a residence hall meeting; one meeting was with a group of elected student leaders. Also, our discussion covered a wide range of topics. But, surprisingly, a few general themes emerged. In summary, students emphasized: problems in communicating with faculty; student apathy to world and local issues; lack of academic challenge, unconcerned faculty; and too much socializing. Their more serious compiaints pertained then, not to flunking or dropping out of school or to poor grades, but rather to the quality of their relationship with faculty and the quality of life on the campus. They know and we know that for many students it is hard to succeed in college. They seem to be saying, however, that somehow if those parts of the institution that are creating stress and tension were identified, and if the stressful conditions were eliminated—or if they were helped to cope with them—they could make it. Of course, they must learn how to learn; many must be tutored. They expect this. But once the institution is responding to their learning needs, they want a humane environment as well.

It seems clear from the evidence sketched here—the ACE data, the Farnsworth estimates and the conversations with college students—that a profile of this college student would characterize him as having a set of scholastic inadequacies that would make college education difficult. Yet, he would pin his hopes for the future on that college education. He would be likely to encounter in college conditions that would further interfere with his development if the college were to maintain the *status quo*. The mandate to the institution then is for remediation, prevention and development—each of which can be addressed through the unification and coordination of its counseling activities.

*D. L. Farnsworth, *Psychiatry, Education and the Young Adult* (Springfield, Illinois: Charles C. Thomas, 1966). p.

A PROGRAM MODEL FOR COORDINATED COUNSELING

The coordinated counseling system creates a program whereby the major counseling activities can be focused upon a set of identifiable goals. Major responsibility for the system is located in one agency—the counseling center. The staff consists of persons who are skilled in various aspects of counseling. It has a director whose primary function is leadership in designing and developing the system and in integrating the various components into a functioning whole.

The fact that colleges and universities differ so much makes it impossible to devise one or two organizational models that will suit every situation. Institutions differ in their specific goals, their arrangements for internal management, their financial resources and in a host of other ways. It seems more appropriate, then, to examine the wide range of factors that seem to influence the form that a program of coordinated counseling could take. Figure X presents one view of those factors and the manner in which they relate to each other.

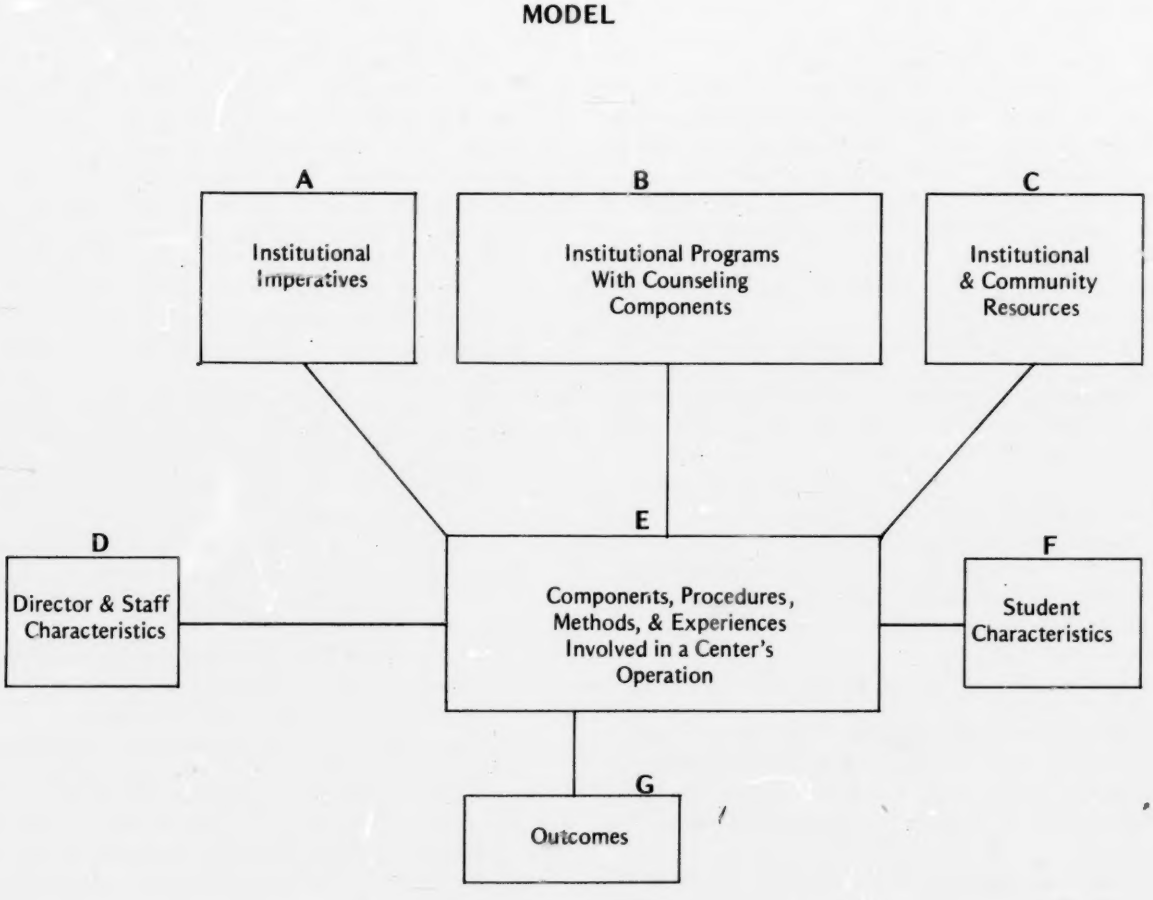


Figure X. General Model for Composition of Program of Coordinated Counseling

Box E: Components, Procedures, Methods and Experiences Involved in a Counseling Center's Operation. This is the heart of the counseling program, the place where one finds the purpose and thrust. It is here that the emphasis will be determined. Will it be remediation, prevention or development or a combination of these? Below is a list of components that may be found in counseling center programs. Consider this list and the procedures that follow it as catalogues rather than prescriptions. Many components and procedures overlap, but for the sake of clarity, they are described separately. One counseling program cannot do everything, but whatever it chooses to do, it ought to do well.

1. *Academic Counseling and Support* - choice of courses, tutoring, help with study skills, reading and mathematics, assistance in obtaining admission to graduate and professional schools, counseling students on academic probation.
2. *Career Counseling and Placement* - choosing and changing majors, information about job opportunities, broadening career aspirations, job placement during matriculation and after graduation.
3. *Personal-Social Counseling* - crisis intervention, and management of personal feelings, interpersonal relations, and identity and value conflicts; drug abuse, sex-related issues; management of finances.
4. *Testing* - information for counselors and clients, screening for academic departments, placement of freshmen, national test administration, e.g., Law School Admission Test and Graduate Record Examination.
5. *Student Records* - case notes, test scores used in research and preparation of reports and budgets, all maintained in strict confidence.
6. *Research* - evaluation of counseling practices, assessment of innovations, description of the characteristics of the student body, basic research in the behavioral sciences.
7. *Counseling Special Groups* - such as veterans and the handicapped.
8. *Consultation* - with individual faculty members, departments and schools, residence hall personnel, paraprofessionals, e.g., in-service education, and interpretation of student characteristics and behavior.
9. *Training* - paraprofessionals (students who work as counselors), supervision of trainees in graduate programs, counseling center staff in-service.
10. *Liaison* - with related units and programs, such as residence halls, admissions, orientation, financial aid and health service, parents, resources off-campus such as community mental health agencies and drug abuse clinics.
11. *Communication* - information for students, faculty, administrators about program's functions; publicity, advisory committee.

Procedures, methods and experiences being used in many counseling programs include the following:

1. Group counseling
2. Individual counseling and psychotherapy
3. Behavior modification
4. Video-taping
5. Dissemination and interpretation of test scores
6. Seminars on contemporary issues, campus problems
7. Assignment of freshmen to counselors
8. Operation of a Crisis Center
9. Seminars for faculty, staff and administration regarding student problems
10. Tutoring
11. Roving counselors
12. Satellite office in off-campus student community
13. Changing institutional policies in response to counseling needs.

Much that is listed above—components, procedures, methods and experiences—can be considered outreach. The center's program need not be limited to what can occur in a typical one-to-one counseling relationship. Rather, it can involve the staff in any segment of the institution where growth and development of students can be enhanced. The activities might include consultation with faculty on their advising responsibilities; training peer counselors; pre-college counseling; and in-service training of residence halls staff.

The way in which the staff is deployed is another important aspect of the center's procedures:

(1) In some centers each staff person is considered a specialist and asked to perform a distinct set of responsibilities.

(2) In some centers a variation of '1' above assigns a few specific responsibilities based on interest and competence and spreads other tasks over the entire staff.

Neither of the above arrangements precludes the training and use of paraprofessionals.

There are five factors that influence what happens in the program. *Box A: Institutional Imperatives.* The institution's primary goals dictate certain responsibilities; consider the seminary school in contrast to the private liberal arts college and the large state university; consider the curriculum plan by which it takes into consideration student potentialities and individual differences. Whether or not the institution's future plans include growth or stability can influence the program. Moreover, the president may specify certain functions for which the center is responsible. For example, conducting freshman orientation activities, administering freshman placement tests and operating the tutorial program. Conversely, certain

functions such as long term psychotherapy might be precluded.

Equally decisive is the administrative structure that specifies the person to whom the director reports. Often it is the chief student personnel officer. Recently, however, the chief academic affairs officer frequently has been cast in this role. Organizational charts do reflect philosophical biases, and thus open up different lines of communication. The director and his staff need a wide-spread communication network which must function despite the formal organizational chart. *Box B: Institutional Programs With Counseling Components.* A given institution with or without a counseling center is apt to have a number of programs with counseling components such as career planning and placement, developmental reading program, and a special program for disadvantaged students. If these activities become a part of the integrated counseling program the counseling center director will be the chief administrator. If they do not, the director will develop ways to cooperate with them. Many small colleges deploy counseling activities to a wide range of administrative offices because there is a limit to the number of activities a small counseling center staff is capable of administering. In this case, the reasonable alternative is to create a strong relationship with those offices involved.

Box C: Institutional and Community Resources. Equipment and facilities—including both the amount and condition—are significant institutional resources as are the amount of money at one's disposal and the availability of staff. Psychiatrists, for example, are hard to find. Many communities now have mental health centers that are willing to work out arrangements whereby their staff is available to students on a fee or shared cost basis. Or the salary of a psychiatrist could be shared by the student health service. Vocational Rehabilitation Service is another public agency that can provide assistance—both financial and counseling to eligible students. Most communities have professionals in private practice who are willing to see students on a fee basis. If the special program for disadvantaged students were housed in the same facility as the counseling center, the ripple effect might enrich both programs. Arrangements like these require imagination and communication both inside and outside the institution.

Box D: Director and Staff Characteristics. The staff might be composed of individuals prepared as clinical psychologists, guidance counselors or any combination of these. Although doctoral level preparation for directors has been recommended as a guideline, many are functioning with the master's degree plus additional study. The director most often is a person specifically prepared in one of the fields mentioned above—and charged with responsibility for heading the program. Previous administrative experience, or clear potential for some is preferred. By virtue of their preparation and skills the staff may assign priorities to special activities, such as testing and behavior modification and exclude others such as career counseling and tutoring. Also, some institutions grant professional rank to qualified members of the staff and expect them to teach. Often the teaching responsibility is in the department of psychology or counselor education, an assignment that is likely to involve the center, if it is in a university, in the supervision of graduate students.

Centers may be staffed by a number of part-time counselors, not only because of the expectation that they will teach, but often out of financial necessity. Creative use of part-time counselors can extend the quantity and quality of service to students. All of the counseling center staff need not be in the center's budget, witness the psychiatrist mentioned above.

Also, staff members, particularly the director, are likely to hold membership on a number of committees. These can influence not only the center's program but also the amount of time they devote to it. Counseling centers, more and more, are seeing to it that their staffs include both men and women as well as members from racial and ethnic groups found in the student body.

Box F: Student Characteristics. The nature of the student body is one of the primary factors that ought to be considered in the center's programming. Such matters as age, affluence, abilities, aspirations, place of residence, emotional health, background and prior counseling are factors that ought to dictate, as much as anything else, the focus of the program.

Box G: Outcomes. The outcomes of a center's operation may include a reduced attrition rate, successful job placement, higher achievement levels, knowledge of how to learn, increased reading level and speed, admission in larger numbers to graduate and professional schools, increased knowledge about career opportunities, better performance on national examinations, willingness to seek assistance for emotional problems, ability to cope with stress and tension, faculty and administration knowledge and acceptance of the role of counseling in student development.

VIGNETTES

ALBANY STATE COLLEGE

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

TEXAS SOUTHERN UNIVERSITY

UNIVERSITY OF SOUTH FLORIDA

VIGNETTES*

The reports in this section are portraits of the counseling programs at four very different institutions, three traditionally Negro and one predominantly white. They are based upon visits of two days each to institutions known by SREB to have a form of coordination in operation: Albany State College, North Carolina A. & T. State University, Texas Southern University and the University of South Florida. Interviews were held with the director of the counseling center and his staff, the person to whom the director reports, students and, on two campuses, the president. Also, faculty members and administrative personnel indirectly involved in the program were interviewed. Annual reports, research summaries, position papers, publicity materials, sample forms, and the like were collected. Variations that appear in the content or format of the vignettes reflect variations in the sources of information available. The writer was received most cordially on each campus and generously supplied with individuals and printed material that could shed light upon the project. All seemed to discuss their program with candor and a genuine interest—mixed with humility—in serving their sister institutions that were contemplating the development or expansion of counseling programs. Following each visit a draft report was prepared and submitted to the president, the counseling center director and his supervisor and selected others who had played a key role in supplying insights during the site visit.

The goal of the visits was to describe the staffing pattern, the components of the program, how it related to other units of the institution and to get a sense of its role. During each visit the question of how the program came into being was examined.

Because what is done elsewhere is not a prescription for what should be done at any other institution, the vignettes are offered here only to illustrate distinctive approaches to the same problem. Also, they reflect the way the factors presented in our model, Figure X, operate. It should be remembered that each vignette is a cross-sectional glimpse of each center's organization and program, and that each program is at a different stage of development. The vignettes do not report the center's problems, weaknesses or plans for the future. No center was without its problems; neither was any center satisfied with its current stage of development. Each has on the drawing board right now plans for becoming more effective in the future.

*Visits to institutions that have formal programs is the best shot in the arm for one who is the least bit hesitant about the possibilities of developing a counseling center. The people who work in the programs—both staff and students—exude an enthusiasm that is infectious. The presidents are as confident of the need and potential as anyone you would want to meet. If one piece of advice to the skeptic is appropriate here, it is "Talk to a president who has started one."

ALBANY STATE COLLEGE
Albany, Georgia

COUNSELING AND TESTING CENTER

When Albany State College opened in 1903 as the Albany Bible and Manual Training Institute, it looked like most other struggling young black schools, according to one of its brochures. Not today. One of the characteristics that sets it apart is a coordinated counseling program.

Albany State is now a publicly supported institution that enrolls 1,800 students and awards the bachelor's degree in three academic divisions—Arts and Sciences, Business and Education. It has a faculty-student ratio of 1 to 17. The cost for tuition and fees to attend for one year as a boarding student is approximately $1,239.00. If he lives off-campus, the cost is about $435.00.

The Counseling and Testing Center is headed by a director, C. D. Stallworth, Jr., who is responsible to Cornelius Grant, the Dean of Student Affairs. The staff consists of 2½ full-time equivalent counselors, in addition to a secretary and four student assistants (See Diagram A, p. 14). It is housed in space formerly used for Teacher Education classes.

Origin

Credit goes to the President for bringing the Center into being. The Dean for Student Affairs had, prior to the new President's arrival, proposed a center to be supported out of the Education and General section of the College budget. However, funds from this source were not available.

When President Charles Hayes took office in 1969, Dean Grant found in him a strong ally who considered the development of a Counseling Center as one of his top priorities. President Hayes engineered the writing of a proposal to secure funds from the U. S. Office of Education through Title III of the Higher Education Act of 1965, and the Center opened in September, 1970. Dean Grant appointed the new Director and arranged with the Dean of Faculty for the conversion of two former classrooms into office space.

During that first year, the new director felt that because he was new and young, he had to earn the respect of the deans and department chairmen. He spent a good deal of his time, therefore, trying to develop respect, confidence and credibility. He attempted to allay fears that he was there to take away someone's job. He believes that confidence in his ability was generated through his membership on college policy-making committees and the quality of his performance.

He discovered that many students regarded the Center as a formidable place to which one goes only when he is in serious trouble. He and his staff attempted to counteract this view by doing a number of things: dressing casually, attending student dances and actually dancing the newest steps and swimming with students at the gym. These activities brought them into the informal situations where they got to know each other. To students the staff was no longer a group of strangers, and the Center became a place where people they knew were ready to help them to cope with personal problems and opportunities. The staff is quick to acknowledge that its own personal activities would have been to no avail had not the day-to-day activities of the Center itself been carried out in a creditable manner.

Prior to the opening of the Center, the primary responsibilities for counseling were shared by the staff members of the Dean of Students. Some who have witnessed the change believe that students now have a place to unwind without the fear of disciplinary action. They believe also that the faculty are now developing a new view of their responsibilities, namely sensitivity to personal as well as to the intellectual needs of the students. Students want the Center to be an advocate for them. They view it as a place where they can express their deepest longings and frustrations regarding the College itself and what it takes to succeed there. They are seeking in staff members persons who are genuinely interested in them.

Components

The Center characterizes its activities as both direct and indirect service to students (See Diagram B, p. 15). Its direct services include the following: (1) *Educational Counseling* - to assist students who are having academic difficulties. Program planning is handled by faculty advisors. Although some students seek help on their own, it is interesting to note that the Dean of the Faculty, in placing a student on academic probation, advises him also to seek the assistance of the Counseling Center. The same procedure is followed when a student is dismissed. The Director follows up the Dean's letter with one of his own. (2) *Career Counseling* - to assist students regarding the choice of majors and careers. A point is made that while there is liaison with the placement service, career counseling and placement are separate activities. (3) *Personal Counseling* - to assist students in coping with difficulties of a social or emotional nature. (4) *Draft Counseling** - to assist students seeking information about the selective service system and deferment. (5) *Test-*

*(This study was conducted prior to the order of January 27, 1973 that ended the draft.)

DIAGRAM A

Albany State College
Counseling and Testing Center Staffing Pattern

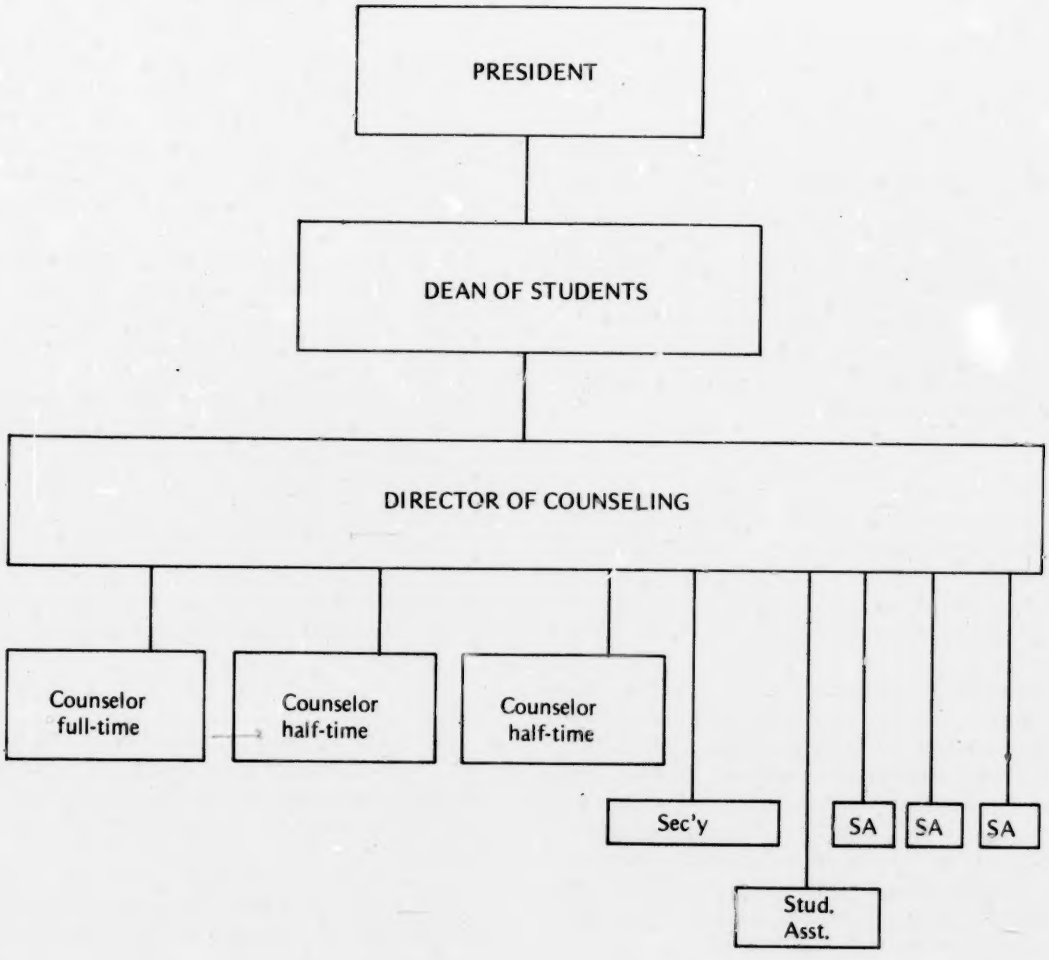
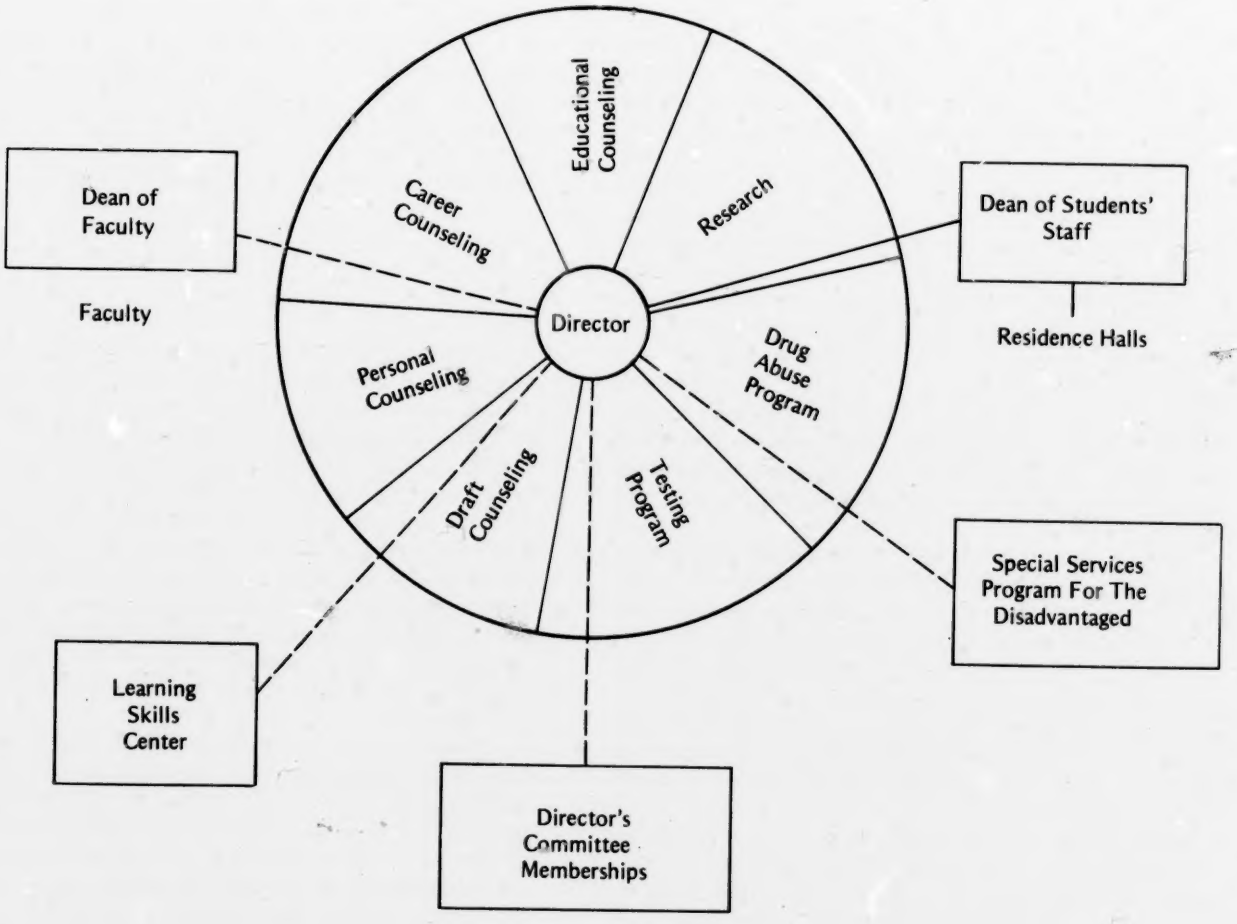


DIAGRAM B

Albany State College
Counseling and Testing Center
Components and Liaison



ing Program - to provide two services (a) *Institutional Testing* - to administer to students as well as to the surrounding community such national examinations as the Graduate Record Examinations and the Law School Admission Test. Also, it administers the Rising Junior Test which is taken throughout the University System of Georgia; (b) *Specialized Testing* - to supply information in cases where the counselor and client feel the need. This includes the Edwards Personal Preference Schedule and the General Aptitude Test Battery. The Director reports that psychometric instruments are not used extensively because students seem to have an aversion to them and because there is a question of the validity of the data in counseling black clients. (6) *Drug Abuse Program* - to educate the college community regarding problems associated with drug usage. This program consists of rap sessions, films and distribution of literature. (7) *Research* - to provide feedback to the staff regarding the nature of the student body and an evaluation of its own activities. The Mooney Problem Check List, for example, has been administered to successive freshmen classes. Consistent with the economic background of the student body, it is not surprising that the item marked most frequently as a source of concern referred to the need for financial assistance. Other research instruments, locally constructed, include surveys to collect information about drug abuse, freshman orientation, student body demography and the Center's own operations.

Although the bulk of the Center's individual counseling sessions are held at the Center, thought is being given to the continuation of a "satellite center." This was an outreach activity attempted during the previous semester in which one of the counselors saw students on a walk-in basis in a residence hall during a two-hour period three days a week. Also, the staff conducted a seminar on counseling for the residence hall directors, none of whom has had professional course work in counseling.

Some of the group counseling sessions focus on study skills as in the case of the Summer Trial Program. Others focus on self-awareness and have as their goals: (1) positive changes in self-concept; (2) positive changes in behavior; and (3) increases in both self-understanding and acceptance of others. These sessions are formalized in a course conducted for students enrolled in the Special Services Program. The same staff member, however, conducts them on an *ad hoc* basis for any interested students, faculty and staff.

The staff will organize rap sessions at any time on topics of current interest. Some of the titles have been: You and the Draft, Test Taking Techniques, and Love and Marriage.

During 1972-73, according to the Center's records, 800 students were involved in 2,947 individual counseling sessions, 255 participated in 309 group counseling sessions, 2,716 were involved in 86 rap sessions and 152 participated in 23 study skills sessions. Most of the students who request individual counseling are having trouble with course work, either with one course or with study habits in general. Career decision-making constitutes the second largest group of problems.

The Center's contact with new students begins when the student is admitted to the institution. The Director writes a letter to new students and encloses a copy of the Counseling Center brochure, thus introducing them to the Center before they enroll. Some of these students, particularly those who live in the city of Albany, drop by the Center to meet the staff. Still others respond to the letter and become acquainted with the services before actually enrolling.

Staff

The staff is organized according to Diagram A, p. 14. The Director and one counselor are full-time while two others are part-time. All are young with recent masters' degrees in Guidance and Counseling.

The Director estimates that he spends twenty-five percent of his time counseling students and the remainder in administrative activities. He has been the only director for the Center which in 1973 was in its third year. He seems to be a skillful organizer with a keen sense of the counseling needs of the students and strategies necessary to meet them. He launched the program and is managing it in such a way that it is gaining the respect of a large segment of the campus community.

Indirect service to students flows mainly from the Director's participation in the institution's decision-making process. The committees on which he serves include the important Curriculum and New Program Committee. He helped to redesign Education 100, Freshman Orientation, and he and his staff conduct the course during the Winter and Spring quarters while faculty members are in charge during the Fall. He chaired the subcommittee that recently succeeded in gaining acceptance by the college of a policy on credit by examination. His co-chairmanship of the Freshman Orientation Committee has helped to reorganize orientation activities into a more meaningful format. Also, he serves on the Student Admission and Academic Evaluation Committee, and the College Drug Abuse Committee. It is clear that participation in these decision-making bodies is resulting in the formulation of policies that bear upon the total educational program.

The other full-time staff person is a recent Albany State graduate. In addition to seeing students on a routine basis, she is the staff psychometrist.

One of the part-time counselors is part-time only in the sense that he devotes half of his time to the Special Services Program for Disadvantaged Students Project. He is a young man who is convinced that the key to development for the young black college student lies in strengthening his self-concept and his ability to understand and accept others. He is keenly interested in the use of group processes and has assumed staff leadership to this end.

The other counselor who works part-time specializes in the pre-law and draft counseling. Formerly a psychology instructor at another institution, she has no other responsibilities at the institution.

The secretary-receptionist and four student assistants complete the staff. Student assistants, who are paid out of College Work-Study funds, score tests, tally results of surveys and assist the secretary with general clerical responsibilities.

Liaison

An important aspect of the Center's operation flows from its liaison with other parts of the institution. At Albany State the relationship with others seems to be good. It maintains close contact with the Learning Skills Center, the Special Services Program and the Placement Service. The Dean of Academic Affairs believes in the Center, and relies upon it to assist students who want to improve their academic performance. He hopes that a close relationship will develop between the Center and the Learning Skills Center.

The Director, as a member of the staff of the Dean for Student Affairs, meets regularly with that staff which consists of the Dean of Men, Dean of Women, Director of Student Activities, Director of Financial Aid, Director of the Health Service and the Counselor for Off-Campus Students.

Outside the College the Center has an important referral resource for women students in the Albany Urban League's family planning program. Students who need psychiatric help are referred directly to local psychiatrists.

Future

The President is concerned about what will happen to the Center when the Title III funding is discontinued. However, he is convinced that its presence has made a difference. The sentiment in favor of the Center seems to be so great that one gets the impression that he will find a way to secure support for it.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Greensboro, North Carolina

COUNSELING AND TESTING CENTER

The North Carolina Agricultural and Technical State University was established by the State General Assembly in 1891. It enrolls 4,500 students in seven schools and divisions: School of Agriculture, School of Arts and Sciences, School of Education, School of Engineering, School of Nursing, Division of Business Administration and the Graduate School. The majority of the students come from small towns and states along the eastern seaboard. Ninety percent are undergraduates. Tuition and fees for a North Carolina resident who lives on campus is $1,288.50 per year. If he resides off campus he pays $524.50.

The Counseling and Testing Center is located in the main administration building. It is headed by Ms. Ruth Gore, the program's second director, who is directly responsible to Jesse Marshall, Vice Chancellor for Student Affairs. The staff consists of two counselors and a secretary (See Diagram C, p. 20).

Origin

This Counseling Center is more than twenty years old. As the Veterans Administration removed its support from college counseling centers, this Center was organized under the title of the Guidance Center for the purpose of advising veterans and counseling the student body in general. The first director had a background in counseling and was brought to the institution in order to organize the Center. His only staff member, who was his secretary, had previously handled veterans affairs in another office. Together they operated a program that administered mathematics and English placement tests to freshmen and operated the career placement service for graduating seniors. The Center expanded to include four professionally trained counselors, a secretary and a director. After twelve years the first director's interests had enlarged to the point where he shifted his primary interest to another unit of the University, and one of the professional counselors, the present director, took over. The Center has been funded from the outset from state appropriations.

Today, three units of the University, in addition to the Counseling Center, have important counseling components: (1) The Thirteen-College Curriculum Program with three counselors; (2) The Special Services Project for Disadvantaged Students with two counselors; and (3) The Residence Halls with two professionally prepared counselors. The first two have no direct administrative or programmatic contact with the Counseling Center. The interface with the residence halls will be described below.

Components

The components of the counseling program and its relationship to other offices is shown in Diagram D, p. 21. The program is organized around the following objectives: (1) To help freshman students build realistic self-images of themselves, and subsequently to make satisfactory educational adjustment to college life.

To implement this objective freshmen take the Scholastic Aptitude and Reading Tests along with interest inventories where the need arises. Scores are interpreted to the students, and results are disseminated to administrators and faculty in order to alert them to the changing characteristics of their student body.

(2) To measure aptitude and academic achievement of seniors and graduate students, and also to evaluate the effectiveness of the curriculum.

To implement this objective the Undergraduate Record Examinations (URE) are administered to all seniors, and the Graduate Record Examinations (GRE) are administered to seniors planning to enter graduate school. Scores on the URE and GRE are reported by mail to students individually. Subsequently, scores on the URE and GRE are analyzed in relation to majors, departments, schools and divisions, and reported to administrators and faculty. Local norms are established for the GRE and the URE. Often various departments invite the director to come to their meetings to interpret results. The departments use the results to evaluate content mastery in major fields of study. Students are invited to come to the Center for individual interpretation and counseling. The counselors explain the significance of test results to the students and help them to compare themselves with other college students on the basis of local and national norms.

(3) To help students make satisfactory adjustment educationally, emotionally, socially and vocationally.

Individual counseling is available for all students. Special techniques are used to acquaint new students with the service. Once students are admitted to A. and T., the director invites them to make an appointment with a counselor in order to discuss future plans. Each freshman is scheduled for a conference prior to enrollment.

(4) To assist students in the assessment of educational and vocational goals.

DIAGRAM C
North Carolina A. & T. State University
Counseling and Testing Center Staffing Pattern

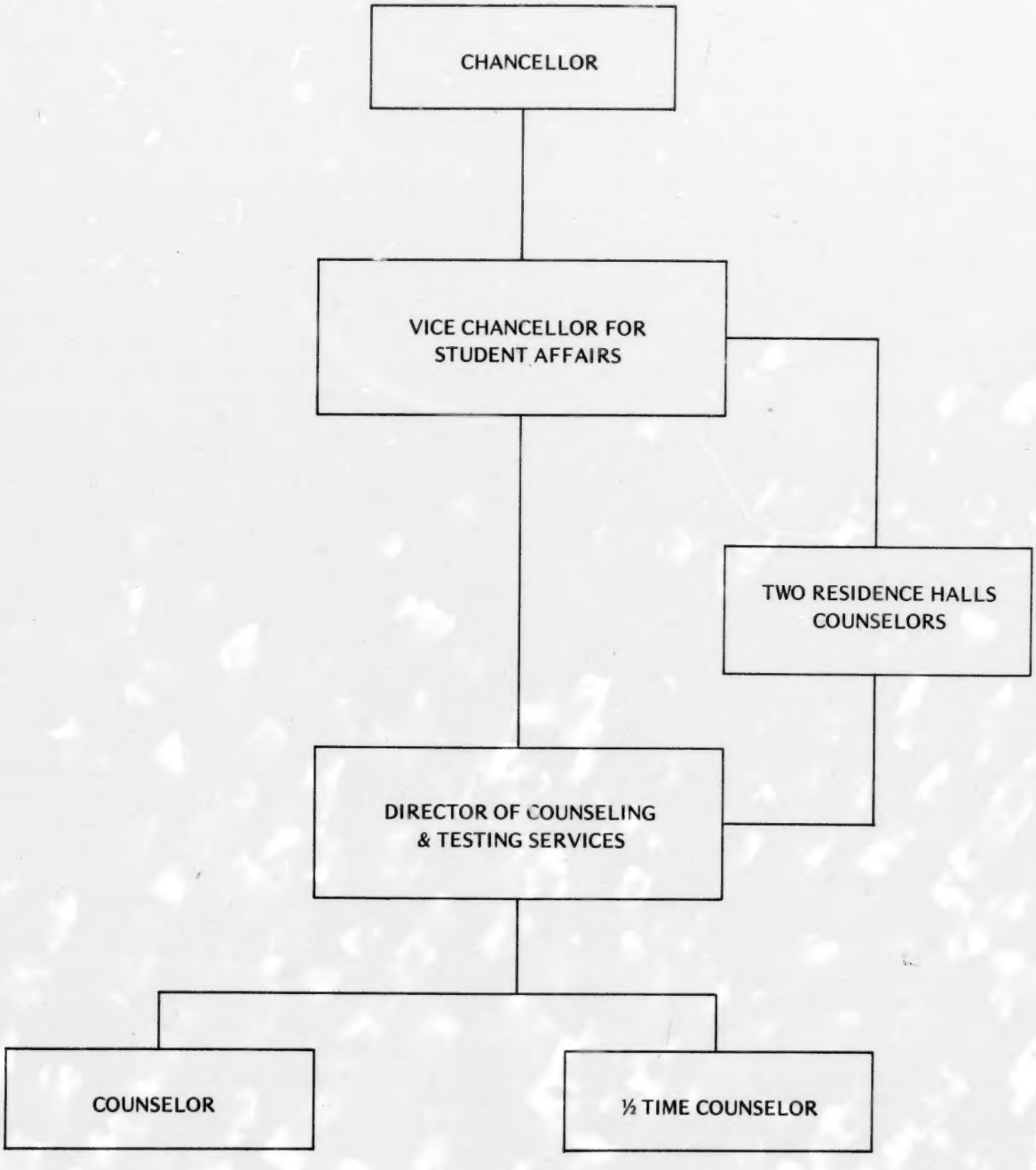
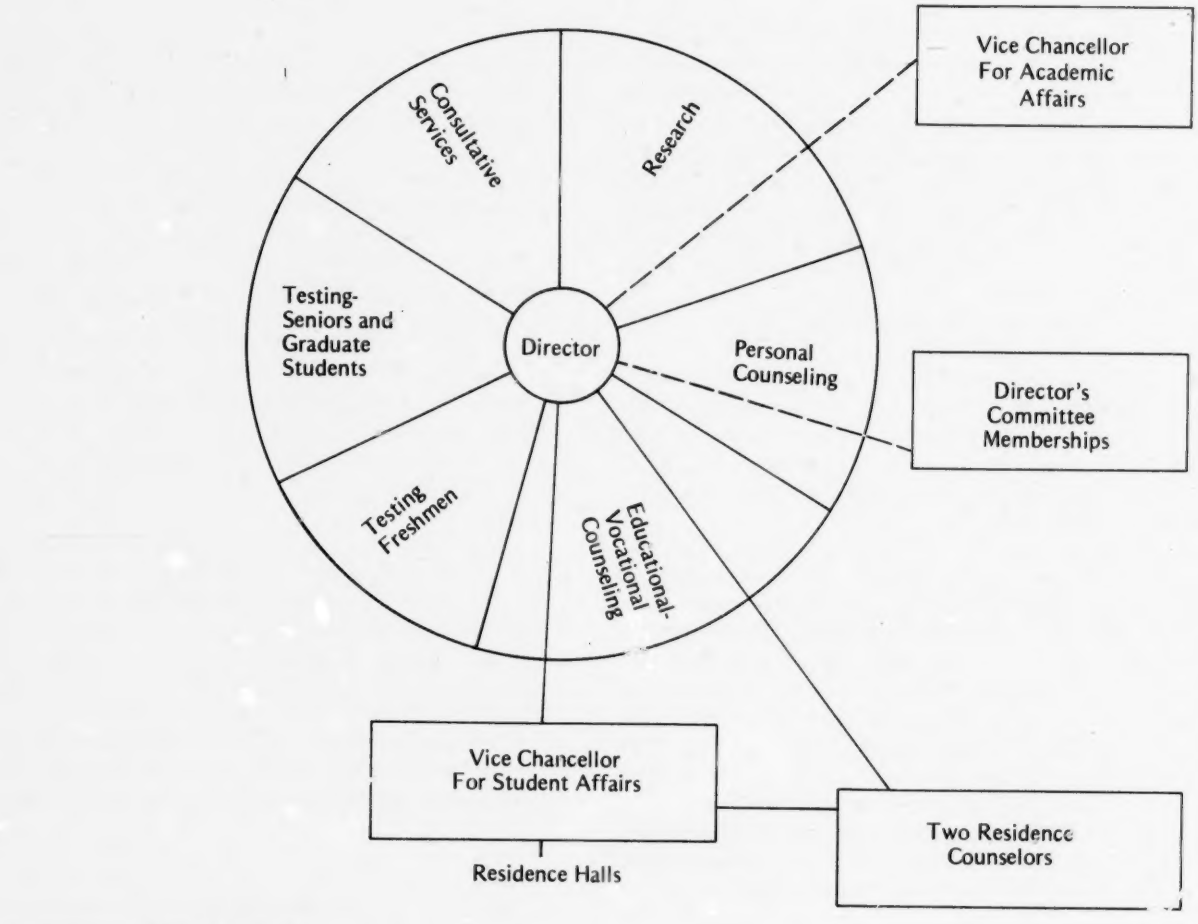


DIAGRAM D

North Carolina A. & T. State University
Counseling and Testing Services
Components and Liaison



——— = Line relationship

— — — = Staff relationship

Implementation comes through one-to-one conferences in which career information is provided and the student's academic averages and test data are analyzed. Career conferences and interviews are arranged with representatives from various disciplines. The Center is very active in assisting students to enter graduate schools. The counselors arrange interviews for students with graduate school recruiters and help them to complete their applications and to fulfill other requirements related to Graduate School admission.

(5) To provide consultative services, both inside the institution as well as to the agencies and institutions in the city and state.

An example of the way this objective is implemented is the workshop the Center conducted recently to which all high school counselors in the state were invited. The staff was able to reach many white counselors who were not aware of the predominantly black state institutions. As schools in the South have integrated more and more, it has become apparent that white counselors are not aware of the offerings of predominantly black institutions and therefore, are not encouraging students to consider them.

(6) To identify the changing characteristics of the student body from year to year.

The Center implements this objective by gathering and summarizing test data on the student body. The staff analyzes and displays the finding in charts, diagrams, percentile charts and local and national norms, and presents them at in-service training programs and visits to high schools.

Note should be taken here of a recently enacted plan whereby two professionally prepared counselors are employed to work with students in the seven women's residence halls. Although the halls are under the supervision of an associate dean of student affairs, the plan calls for these counselors to report to the Counseling Center Director. The counselors complement the work of the regular residence hall staff by conducting the one-to-one counseling. Also, they plan group activities on topics of current interest to students. For example, recent sessions have been on such diverse topics as automobile repair and changing tires, test-taking and "protocol to marriage."

Staff

On the staff of the Counseling Center are two persons beside the director; a full-time counselor and a half-time counselor. Each holds the master's degree in guidance and student personnel administration. The director is studying for the doctorate in counseling.

The staff is organized according to Diagram C, p. 20. The director, in addition to counseling students and administering the program, holds an associate professorship in Guidance. (Every administrator holds an academic appointment.) Last year the director taught two courses in the Fall semester and one in the Spring. She chairs four committees: Freshman Orientation, University Admissions and Retention, Teacher Education Admission and Retention and University Student Adjustment, and sits on numerous other policy making bodies. As a member of the staff of the Vice Chancellor for Student Affairs, she has direct liaison with directors of other student services. She maintains close contact with the office of the Vice Chancellor for Academic Affairs and through that office, with the faculty. She seems to typify most directors by accomplishing a great deal in a limited amount of time.

The full-time counselor is a man with the title Educational Counselor. In addition to seeing students on a walk-in basis, he plans and implements the freshman counseling program and does pre-college counseling of freshmen admitted for the Fall semester. He administers both national and institutional tests, and shares in the preparation of the results for dissemination. He is on the Freshman Orientation Committee and assists in teaching the orientation course. He is also Director of Broadcasting for the University's radio station.

The part-time counselor, also male, has the title Academic Counselor. He is an instructor in the Department of Education and an assistant football coach. He sees students for individual counseling and assists in the testing program by administering tests and preparing reports. His committee assignments include the Freshman Orientation Committee.

The two residence hall counselors mentioned earlier constitute that part of the staff which creates outreach and liaison with the students living on the campus.

Future

The functions performed by this center seem to be highly regarded and considered an integral part of the institution's program. All signs point to maintenance of this position.

TEXAS SOUTHERN UNIVERSITY
Houston, Texas

COUNSELING AND TESTING CENTER

The Texas Legislature started what is now Texas Southern University when it opened the Texas State University for Negroes in 1947. In 1951 the name was changed, and in 1968 Granville M. Sawyer became its fourth president.

TSU now enrolls some 6,400 students in seven colleges and schools. It has the College of Arts and Sciences, the schools of Business, Education, Law, Pharmacy and Technology, and the Graduate School. Three-fourths of the students are undergraduates and fewer than one-fifth reside on the campus. Approximately 400 students are non-black with Chicanos constituting the majority of this group. Some 43 percent of the students receive financial aid from the University.

The total cost for two semesters of full-time study in the College of Arts and Sciences, with residence on campus, is estimated at $1,152.00 for Texas residents. Students who live off-campus pay approximately $270.00 in tuition and fees.

The Counseling and Testing Center is directed by Ralph Butler. He reports to Robert Terry who is Dean of Faculties. On the staff are an Associate Director, a psychometrist, five and one half counselors and a secretary with two student assistants (See Diagram E, p. 24). The Center occupies half of the office area of the first floor and the entire office space of the third floor of the Main Auditorium Building.

*Origin**

In September 1969, the Counseling Center opened its doors with an operating budget of $85,400.00. Of this amount $25,000.00 came to T.S.U. from funds provided the Southern Regional Education Board by the International Business Machines Corporation.

The previous year, SREB had received a grant from IBM to facilitate projects in internal management. T.S.U., upon accepting the invitation to participate, was asked to define the area of internal management it viewed as most in need of immediate formulation.

President Sawyer, in his first year as head of the institution, identified the coordination of counseling services as a critical need. He had discovered early that more than half of the student body was in need of some form of guidance, that the drop-out rate was high and that students had difficulty locating the sources of assistance they needed.

Something of the flavor of his views on counseling can be gleaned from the following excerpt from a paper he read before the International College and University Conference in 1969. He said:

> ". . . we must quickly bring to bear some innovations in our counseling programs for entering freshmen. Bearing in mind that the first-year student brings cultural as well as intellectual deficits to our institution and bearing in mind also that approximately half of them will not return for the sophomore year, well-structured programs and academic, personal and career counseling must be designed and carefully implemented.
>
> "At least a full six to eight weeks of intensive experiences should be devoted to counseling in each of the three areas in this order: personal, academic and career counseling. This sequence would address itself first to the personal problems that might interfere with successful adjustment to college life followed by consideration of the special techniques of assimilating information of increased difficulty, and concluding with a study of careers that realistically introduces the student to the demands of new occupations with which he has not yet identified and to the requirements for traditional jobs about which he may have serious misconceptions."*

As a participant in the internal management project, T.S.U. designed a coordinated approach to provide an improved system of counseling and made the counseling center the major feature of the new system. It was housed on the fifth floor of the Library. The Dean of Students at that time became the Director, and the current Associate Director, Irma Malloy, was the first counselor and Assistant Director. A male counselor was added in October. These three, together with a secretary, constituted the original staff.

The Center has not always been under the aegis of the Dean of Faculties. In the beginning, the President oversaw this new effort. Subsequently, management was shifted to the Director of Institutional Research, the administrative home for all ancillary programs, including University testing. Dean Terry, whose association with T.S.U. dates back to its inception, recalls there has always been a testing program. In 1972, when a new director was employed, the testing pro-

*Some of the information presented in this section was reported by Sam Anazalone in "Developments in Internal Management at Fisk University and Texas Southern University," SREB.

*From "A Future for the Black University," presented in New York City, January, 1969.

DIAGRAM E
Texas Southern University
Counseling and Testing Center Staffing Pattern

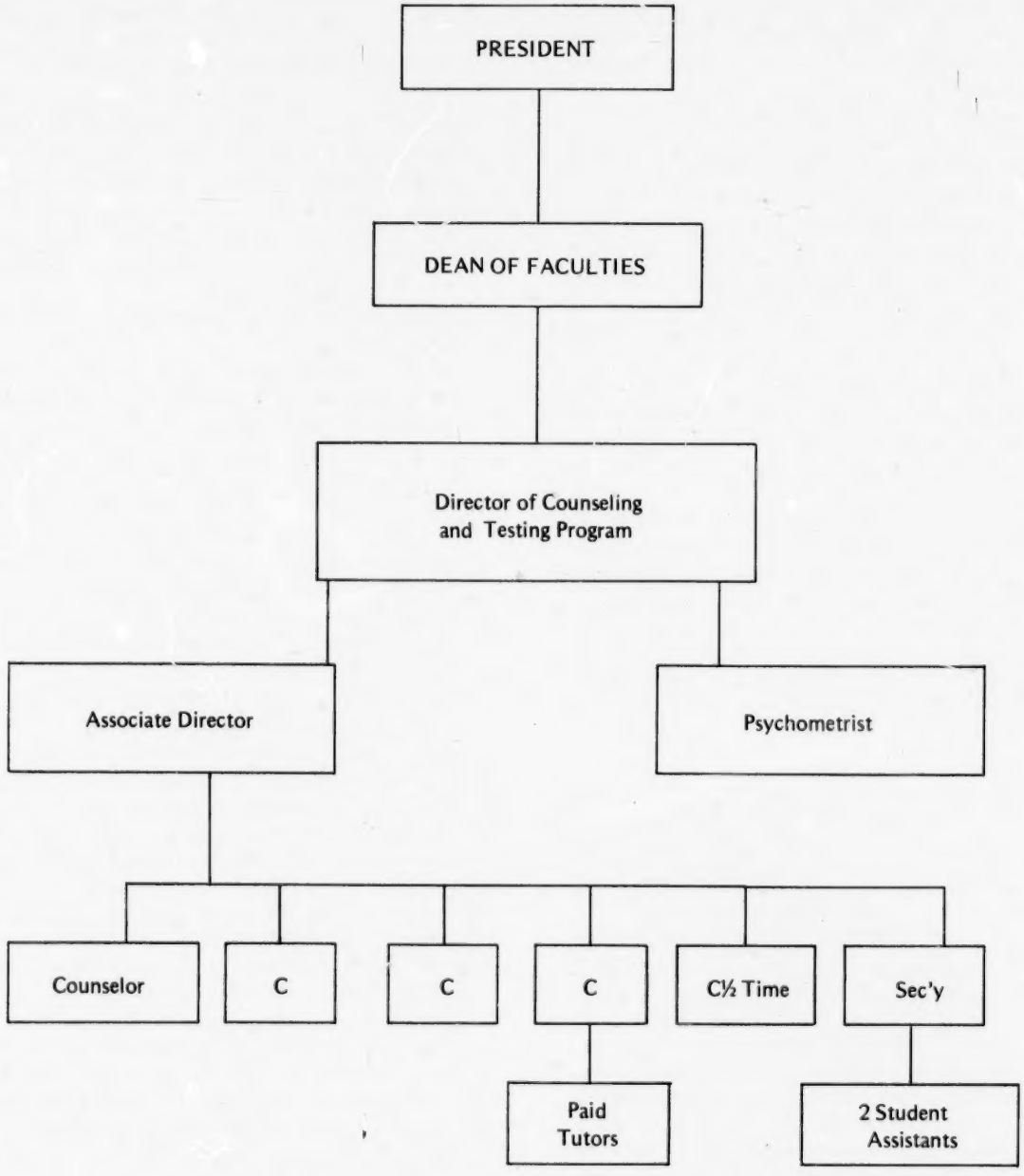
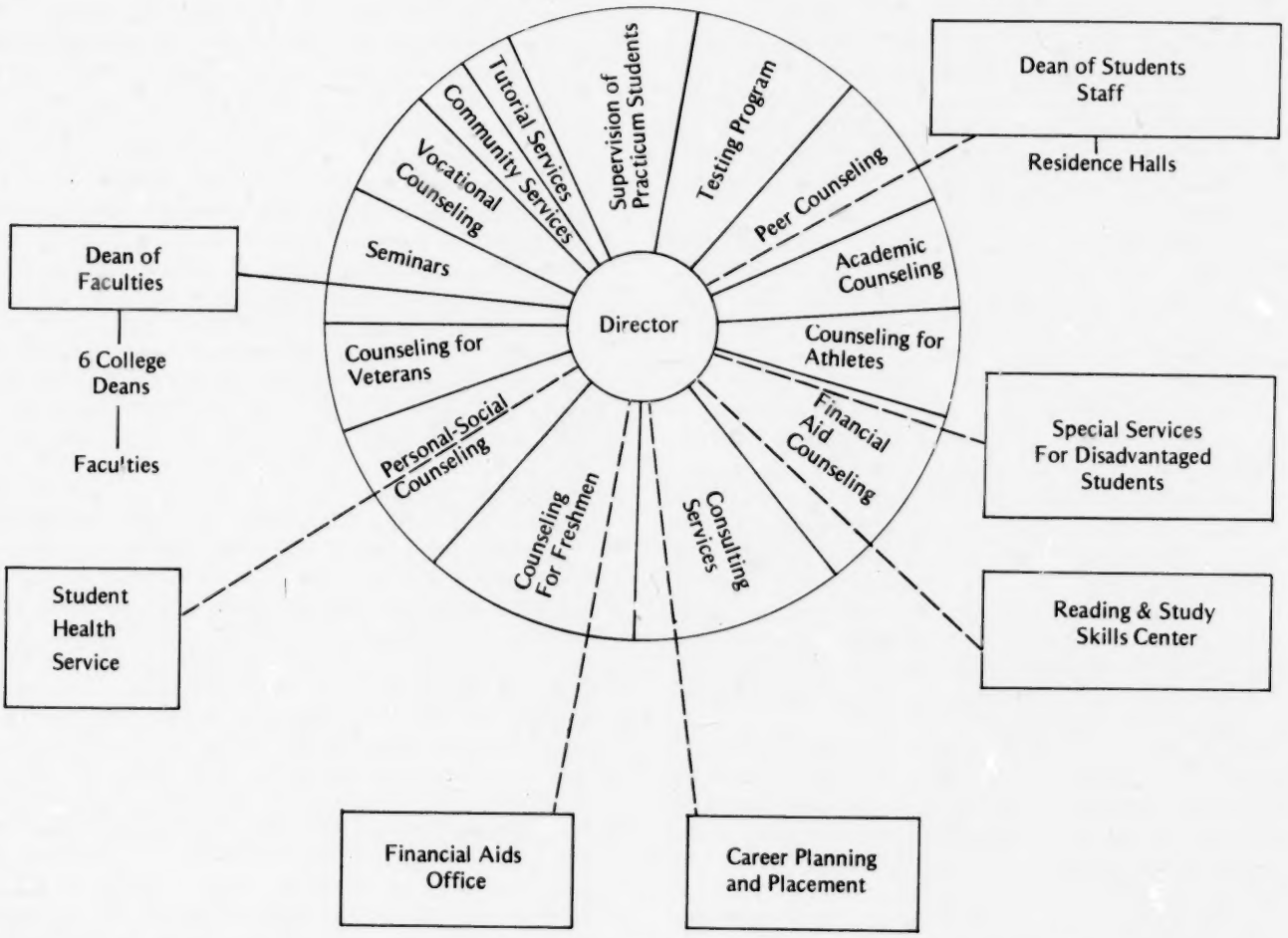


DIAGRAM F

Texas Southern University
Counseling and Testing Center
Components and Liaison



gram became a component of the Counseling Center, and responsibility for the Center's operation was shifted to its present location, the office of the Dean of Faculties.

During the first year of the Center's operation the staff conducted seminars in the residence halls and the student center on such topics as study problems, library usage, and career choices. They spent a great deal of their time talking informally with students. They took part in student activities. They visited the Library and, in a word, carried out the concept of Roving Counselors. Free coffee was always available at the Center for those who wanted to drop in. They seldom waited for students who were hesitant about coming in. Rather, they would telephone them, or send messages, or visit the post-office when mail was distributed. In one of these ways they were sure to contact them, and in doing so, show them that they cared. As the year progressed, considerable attention was devoted to alerting the faculty and staff to the availability of the new counseling opportunities for students. The University continued to build upon these contacts so that referrals to the Center would be expanded.

The IBM grant ended after the first year, and the question of the continuation of the center rested upon the availability of additional funds. It was the President who took the plea for continuation to the State Legislature, whereupon the University received $60,400.00 for continued operation. He argued that his institution enrolled a distinctive clientele that desperately needed to be educated. He held that if the state enrolled these students and raised their hopes, it was incumbent upon the state to see them through. He based his views upon the belief that college graduates make more stable citizens than disillusioned college drop-outs. The state has continued since that time to make budget appropriations for the Counseling Center, now in its fifth year of operation. In addition, during its twenty-fifth anniversary celebration, the University received a special gift which is being used to support three counselors.

Students who were interviewed view the Counseling Center as a friendly comfortable place with a staff of dedicated counselors who are down to earth and treat students as human beings. The faculty is much more aware of the importance of counseling by virtue, not only of the Center's programming, but its visibility as well. The quarters of the Center have been enlarged and vast amounts of printed materials publicize its activities.

Components

The Counseling Center's services (see Diagram F, p. 25), can be categorized as follows: (1) *Academic Counseling* - helping students to plan their academic programs; diagnosing academic difficulties; utilizing the tutorial services; and helping students to understand grades and registration procedures. (2) *Financial Aid Counseling* - in conjunction with the Financial Aid Office, assisting financial aid recipients in managing financial affairs and developing a sense of responsibility toward repaying loans. (3) *Counseling Freshmen* - assigning each freshman to a counselor who is responsible for helping to create the foundation for survival at the University, e.g., how to study, how to take notes, how to live with roommates, availability of services such as tutors, assistance with registration, intensive counseling with those whose test scores reveal significant deficits. (4) *Personal-Social Counseling* - helping students understand themselves and their social environment. The primary activity designed to address this concept is the personal development seminar. Seminars are planned by the Student Personal Development Committee, a group of about 20 students working with a staff member. Topics include contemporary social issues as well as personal and academic matters, for example, current issues in Africa, abortion and venereal disease, health careers, the liberated woman, reading and study skills development and library usage. Originally held in the residence halls, these sessions are now presented in a small auditorium that is part of the Center's facilities. They attract hundreds of students and are video-taped for later viewing by those who missed them. (5) *Counseling for Veterans* - assisting with re-adjustment to both academic and non-military life. (6) *Vocational Counseling* - providing information on careers and counseling on career decision-making. In addition to the fact that each staff member does some vocational counseling, the Center also pays the salary of one counselor in the Office of Career Planning and Placement. (7) *Tutorial Service* - providing individual and small group assistance in English, mathematics, social and natural sciences. Tutors are selected not so much on grade point average, but on sensitivity to human beings. Students who want additional assistance are referred to the Reading and Study Center. Ten tutors are paid out of College Work-Study funds; 25 are volunteers. (8) *Testing Program* - conducting the Freshman Testing Program and providing test service and consultation to the staff, Student Personnel Office, faculty and academic departments. Also available to T.S.U. students as well as local citizens are tests for admission to graduate and professional schools. (9) *Counseling for Athletes* - providing individualized academic assistance as well as personal-social counseling unique to the needs of the athlete. (10) *Consulting Services* - interpreting the work of the Center to departments, academic advisors and student groups, and providing information on such matters as the use of test results

and common student problems. (11) *Supervision of Practicum Students* - providing a field work placement for graduate students majoring in Counseling and Guidance, and undergraduates in pre-professional social work and teacher education. Some of the students who work in the Counseling Center as office assistants and tutors come through T.S.U.'s Cooperative Education Program. (12) *Publicity* - making the services offered by the Center visible to all segments of the University and the surrounding community. Emphasis is placed upon the city of Houston in order to reach the large numbers of students who reside off-campus. Constant use is made of "Contact," a daily information sheet, posters, the student newspaper and letters to department heads and presidents of student organizations. (13) *Community Services* - offering counseling on educational and vocational matters. The Center acts as a contact center for elementary and junior high school children in the community who are seeking the assistance of college students as tutors. (14) *Follow-up and Research* - evaluating the services, determining the need for revision and adding basic knowledge to the behavioral sciences.

The Center involves students in helping other students through the peer counseling program. The peer counselors, approximately 33 in number, assist in student orientation and work in teams of two with 40 new students in group sessions during the freshman year. They assist the counselors in making contact with students, act as special friends to new students and assist counselors with clerical work. Beyond these specific tasks, they function in an informal arrangement whereby they are everywhere offering help; they could be called "counseling center ambassadors." For example, they help students who seem to be failing to cope with course requirements to learn how to talk with their professors. They are around at registration time answering questions about payment of fees and related matters. One staff member has accepted responsibility for coordinating the involvement of peer counselors in the counseling program. Staff and students view this program as a tremendous asset to the Center's operation.

Staff

The staff is organized according to Diagram E, p. 24. All are black with the exception of one man who is Chicano. The half-time counselor is prepared in the field of health and physical education, and one counselor has a background in sociology with experience in Model Cities Programs. The other counselors hold master's degrees in counseling. The Director holds the doctorate in psychology. Students may see a counselor between the hours of 9 a.m. and 5 p.m. on a drop-in basis, and at other times by appointment. To a limited degree, the staff continues to pursue the concept of the Roving Counselor by spending some time each week in areas where students congregate.

The Counseling Center maintains a cooperative relationship with the Health Center. They have jointly sponsored programs in the residence halls and student center. The Health Center has an active counseling program that includes family planning and drugs, and group counseling on such topics as weight watching and personal and social development.

A psychiatrist comes to the campus four days a week for two hours each day. He sees students for individual therapy sessions, and is attempting to organize two group therapy sessions. Students need not be referred; they may see him upon their own initiative. Forty percent of his salary is paid by T.S.U. and the remainder by the Mid-City Mental Health Program. Students who prefer not to see this psychiatrist are referred to Texas Research Institute for Mental Science (TRIMS). It provides psychological and psychiatric help, and is a particularly useful resource for students with drug related problems. Both the psychiatrist's salary arrangement and the use of TRIMS are examples of integration of university and community resources.

The Counseling Center staff meets with residence hall directors to interpret its services. They distribute referral sheets and encourage the directors to refer students who need additional help to the Center or other appropriate units on the campus.

A Counseling Center Advisory Team—composed of representative faculty, staff and students—was established at the inception of the Center. It was judged instrumental in securing wider recognition throughout the institution for the coordinated counseling program. Also, it provided a vehicle for contact with the other units that have counseling components. Although the committee is no longer functioning, plans are underway to reconstitute it.

The Director sits with the six college deans when they meet with the Dean of Faculties and holds an academic appointment in the College of Education. His membership on important policy-making bodies includes the Teacher Education Council and the Graduate Council.

Future

A glimpse at prospects for the future can be gleaned from the President's views. He is convinced that one of the reasons students fail derives from the institution's failure to exert concerted impact upon their academic and personal development. He believes that the institution should be student-centered, and he cited two university-wide activities designed to focus on this concept. LSD Week, Let's Stop Drugs, was an entire week devoted to examination of the drug problem.

University officials closed the campus thoroughfares and asked students, faculty, staff—the entire community—to stop and talk with anyone about a drug-related concern. On another occasion, classes were dismissed for two days in order to stimulate exploration of the academic climate of the institution. Students and faculty were encouraged to talk about matters such as success and failure, the life of learning, a climate conducive to achievement and faculty and student attitudes toward each other in the learning process. Looking toward the future, he believes that the Counseling Center is the agency that has the potential for institutionalizing this introspection. Although the Center does not get credit for all of the change, his statistics do show that two important changes began to emerge the year the Center opened: enrollment began to climb and the holding power began to increase: the retention rate is now 70 percent in contrast to 38 percent four years ago.

Other members of the institution—students, staff, administration and faculty—share the President's belief in the success of the Center and hold high expectations for the future.

UNIVERSITY OF SOUTH FLORIDA
Tampa, Florida

PERSONAL RESOURCE CENTER

The University of South Florida is a young institution, with a strong enrollment of "new students", including many from minority groups. Established by the State of Florida, it enrolled its first class in 1960. It enrolls approximately 18,500 students in nine colleges: Business Administration, Education, Engineering, Fine Arts, Languages and Literature, Medicine, Natural Sciences, Nursing, and Social and Behavioral Sciences. Two-thirds of the students are undergraduates and about one-sixth reside on the campus. More than two-thirds are 21 or older and about one-third are married. A Florida resident can attend the University for three quarters and reside on campus for $1,666.00. If he commutes his tuition and fees will total $570.00.

The Personal Resource Center occupies the entire Andros Classroom Building, a structure with two floors covering 7,450 square feet. Its two major divisions are the Counseling Center for Human Development (CCHD) and the Student Career and Employment Center (SCEC). Ed Allen, who reports to Joe Howell, Vice President for Student Affairs, is supervisor of the building, Director of CCHD, and coordinator of the Personal Resource Center.

Origin

The Personal Resource Center was not always the diversified agency that it is today. In 1960 when the institution enrolled its first students, the counseling program consisted of three components with one professional in each: the speech and hearing service, reading and the psychological counseling service. Coordination and direction were provided by the Office of the Dean of Student Affairs. Since that time the staff has grown and the functions have been diversified to the point where in 1972, Career Planning, Placement and Cooperative Education were brought into the building.

It would be reasonable to assume that each step in the development of the Center could provide a useful example of change. However, only two of the most recent developments will be used as illustrations.

Over the years an organized counseling program had developed. To move into the Andros Classroom Building required the approval of the Florida Board of Regents. It was necessary for this building, which was originally assigned to classroom use, to be re-asssigned for non-classroom or professional use. This did not take place, however, without considerable prior activity on the part of University President Mackey and Messers Howell and Allen. Ed Allen and Joe Howell discussed the idea of integrating the services when the latter was considering accepting the position of Vice President. Once in office, the idea became one of the Vice President's top priorities. His position paper on the concept of a one-stop counseling center cogently discusses the student and institutional needs that such a consolidation could serve.

Once the building was re-assigned, the CCHD was moved in. Also, what were formerly two separate units with their own directors—Career Planning and Placement and Cooperative Education—were combined, and moved into the building. The unit that emerged—the SCEC—is directed by Donald Colby. One career library now combines three previous collections and is available for use in the growing career and counseling program. Together they became the Personal Resource Center.

Components

The concept behind a one-stop counseling center is to bring together under one roof USF's resources for assisting students with personal growth and decision-making (See Diagram G, p. 30). It is not viewed as a crisis center, but rather as a place where any student may find resources to help him to develop unrealized potential.

The Counseling Center for Human Development

The philosophy and goals of CCHD are carried out through the following services and staffing pattern (See Diagrams G and H, pp. 30 and 31): (1) *Career Counseling and Guidance Service* - to assist students in developing skills for solving educational and career problems. The Career Information Library is an integral part of both this service as well as the Student Career and Employment Center. Headed by the Associate Director of the Counseling Center for Human Development, it is staffed by four counselors. (2) *Counseling Service* - to assist students with emotional, personal or career problems on an individual or group basis. The Assistant Director of CCHD heads this area. Her staff of five persons includes clinical psychologists, counseling psychologists and social workers. PRC refers students who require long term help to community agencies. These include County Mental Health, Hillsborough County Guidance Clinic, Episcopal Counseling Center and private practitioners. (3) *Psychiatric Service* - to provide psychiatric consultation, medication, hospitalization, crisis intervention and drug education. The psychiatrists provide the equivalent of one-and-a-quarter time. (4) *Reading and Study Skills Ser-*

DIAGRAM G
University of South Florida
Personal Resource Center Components and Liaison

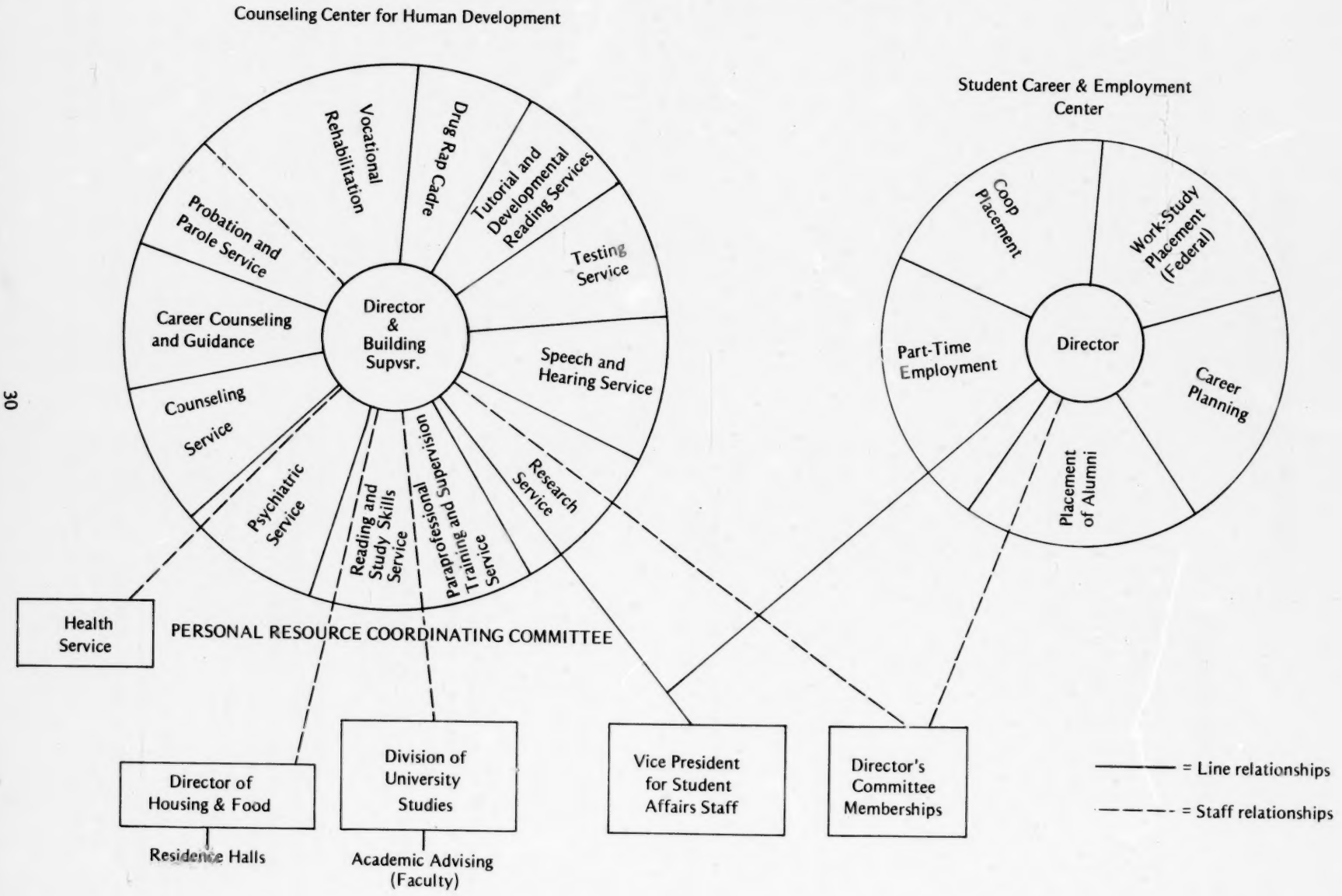


DIAGRAM H

University of South Florida

Counseling Center for Human Development Staffing Pattern

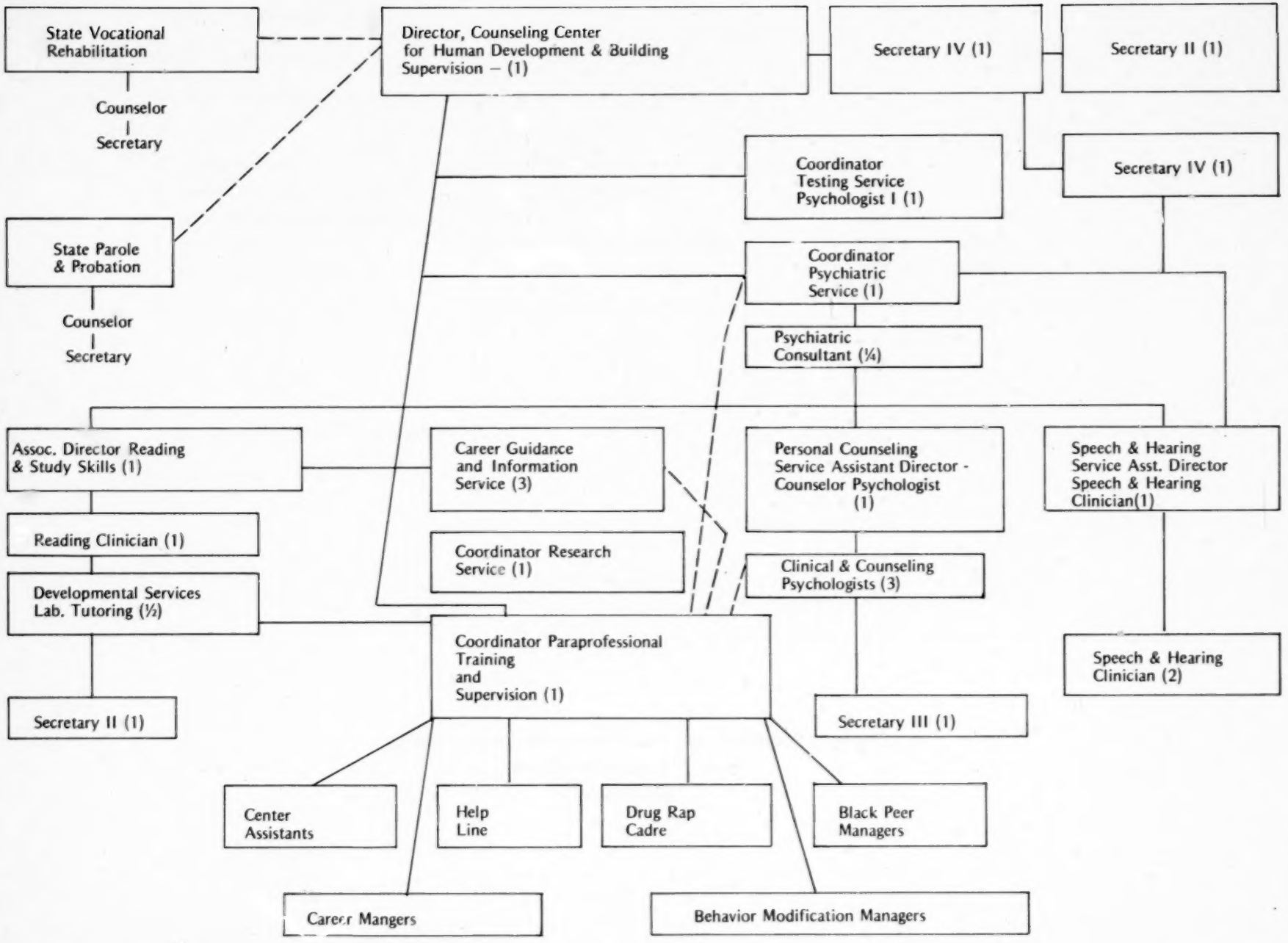
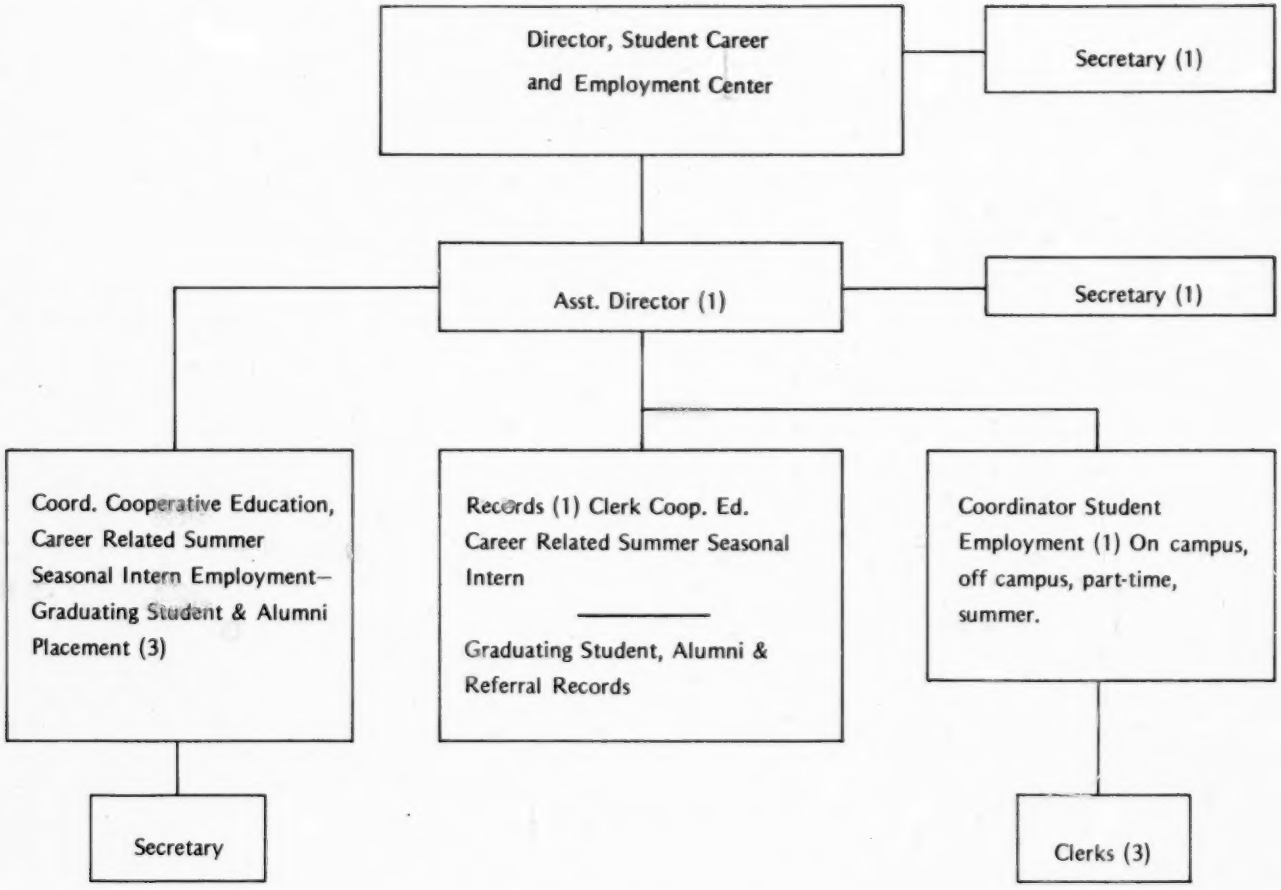

State Vocational Rehabilitation
Counselor
Secretary
Director, Counseling Center for Human Development & Building Supervision – (1)
Secretary IV (1)
Secretary II (1)
Coordinator Testing Service Psychologist I (1)
Secretary IV (1)
State Parole & Probation
Counselor
Secretary
Coordinator Psychiatric Service (1)
Psychiatric Consultant (¼)
Assoc. Director Reading & Study Skills (1)
Career Guidance and Information Service (3)
Personal Counseling Service Assistant Director - Counselor Psychologist (1)
Speech & Hearing Service Asst. Director Speech & Hearing Clinician(1)
Reading Clinician (1)
Coordinator Research Service (1)
Clinical & Counseling Psychologists (3)
Developmental Services Lab. Tutoring (½)
Coordinator Paraprofessional Training and Supervision (1)
Speech & Hearing Clinician (2)
Secretary II (1)
Secretary III (1)
Center Assistants
Help Line
Drug Rap Cadre
Black Peer Managers
Career Mangers
Behavior Modification Managers

DIAGRAM I
University of South Florida
Student Career and Employment Center Staffing Pattern


Director, Student Career and Employment Center
Secretary (1)
Asst. Director (1)
Secretary (1)
Coord. Cooperative Education, Career Related Summer Seasonal Intern Employment– Graduating Student & Alumni Placement (3)
Records (1) Clerk Coop. Ed. Career Related Summer Seasonal Intern
Graduating Student, Alumni & Referral Records
Coordinator Student Employment (1) On campus, off campus, part-time, summer.
Secretary
Clerks (3)

vice - to assist students through (a) non-credit courses that include instruction and practice in reading and study skills; and (b) independent study non-credit courses for students who prefer to work alone. A reading and study skills laboratory is available. This service is staffed by the Associate Director who also administers the Career Counseling and Guidance Service. His staff includes one clinician. (5) *Research Service* - (a) to assist staff members with their own research design and data analysis interests; and (b) to carry out studies related to student needs. The Coordinator of Research handles this service. (6) *Speech and Hearing Service* - to screen all entering students for speech and hearing differences which might affect their academic and vocational careers or social lives. Assistance is provided for modification of such speech conditions as faculty articulation and stuttering, and on matters involving hearing conservation. This service is staffed by an Assistant Director and two clinicians. (7) *Testing Service* - to provide information requested by counselors and to provide data for research purposes. Also, it conducts any mass testing, e.g., the reading test and speech and hearing clearance. A psychometrist staffs this service (8) *Tutorial and Developmental English Services* - to provide students with (a) special assistance in course work and, (b) course work (non-credit without charge) to develop appropriate skills in rhetoric principles and practices in English composition. A faculty member from the English Department spends one-fourth of her time in this area. (9) *Paraprofessional Training and Supervision Services* - this service is run and staffed by student paraprofessionals, under the leadership of a clinical psychologist and with the assistance of the Center staff. Two public agencies provide related resources for students at the Center: (1) *Vocational Rehabilitation Service* - the State has a counselor whose office is in this Center. The program provides scholarships, counseling and evaluation and placement services; (2) *Probation and Parole Service* - the State Probation and Parole Commission has a counselor who provides supervision and counseling geared toward effective rehabilitation of students on probation and parole.

The Center office is open from 8 a.m. to 5 p.m., but the building and its staff functions from 7 a.m. to 10 p.m. on weekdays. However, it is clear from the program described here that PRC activities operate around the clock. For example, there is an on-call roster which lists members of the counseling staff who are available after office hours and on weekends.

One of the distinctive features of PRC is the way it is providing for undergraduates to work as paraprofessionals. Nearly 150 students are involved in the Center's work. *Student Assistants* serve as research assistants, receptionists, assist with testing, and work in the Career Library and the Reading Lab and Library. *Career Managers* meet with students individually or in groups to explore questions involved in career decision-making. Students man *Help Line* which is a telephone service of general information, assistance, drug and crisis intervention and referral. It operates from 6 p.m. to 6 a.m. during the week and 24 hours a day on weekends. Perhaps the largest group of students conduct *Behavior Modification* groups. They are assisting students who want to work on such matters as social problems, academic achievement, smoking and over-weight. *Black Peer Managers* provide tutoring for black students and assist them with academic achievement and social problems. Members of the *Drug Rap Cadre* are the front line referral source for drug crisis intervention on a 24-hour basis through Help Line. They work in coffee houses and operate the Drug Analysis Service - a service whereby samples of unidentified drugs are analyzed by a pharmaceutical laboratory and results published on campus and in the community. They keep office hours during which the whole University community may secure help in working through drug-related problems.

An elaborate paraprofessional training program prepares these students for entry and development on their jobs. They begin at the apprentice level where they are permitted to observe. Then they progress to work only under supervision, then without supervision, and eventually to the fourth level where they are permitted to supervise other students. The equivalent of two and one-half full-time equivalent staff persons now direct the training of paraprofessionals. Most of the students are volunteers; approximately 30 are paid. The bulk of the funds for those who are paid comes from the College Work-Study Program.

Up to this point, the services that have been described are those that the Center initiates. A look at the residence halls highlights services provided at the request of another unit of the University. The Director of Housing and Food Service makes sure that his residence halls staff members, called Residence Instructors and Residence Assistants, know the PRC staff and the services they render. The two groups become acquainted through exchange visits, retreats and in-service training sessions.

Although the Residence Instructors hold master's degrees in student personnel administration, their job description does not call for in-depth counseling. Rather, they refer such cases to PRC. They get to know PRC staff members well enough to invite them to appear as resource persons on programs that deal with their area of interest and specialization. For example, a recent program on parenthood and child rearing featured a PRC staff member whose special interest is young children. Each residence hall has a copy of the Counseling Service's on-call roster so that

a counselor can be reached after office hours.

PRC and the new Division of University Studies (DUS) are attempting to forge a strong Career Guidance link. Assigned to the Division of University Studies are all new lower level students and all undecided transfers from junior colleges who have not declared a major. DUS administers a testing program, e.g., CLEP, external testing programs, and advanced placement. It also carries out USF's relations with high schools.

DUS's Office of Academic Advising handles all lower level academic advising and also coordinates with advising in the nine colleges. It regularly makes direct phone referrals to PRC students who want extensive career counseling, those who require therapy, and those who can make use of the Career Library. Conversely, the PRC makes referrals to the DUS for academic advising. Paraprofessionals from both staffs are jointly trained. The Personal Resource Coordinating Committee invites three DUS staff members to each meeting. Recently, the Career Guidance and Information Service conducted a workshop for the staff of the Office of Academic Advising and other career-related units within PRC.

The Director chairs the Personal Resource Coordinating Committee and holds memberships on numerous University committees and policy making bodies where he is able to bring the PRC philosophy to bear upon important University issues and institutional practices. As a member of the staff of the Vice President for Student Affairs, he provides liaison with the rest of the student personnel program.

What Makes CCHD Tick?

The imaginative way in which resources of the University are used to staff PRC is perhaps one of the keys to its existence and diverse program. The salaries of the psychiatrists, for example, are paid out of the Health Center's budget, but they are an integral part of the PRC staff. In addition to consulting with the staff and students, their presence makes it possible for PRC to negotiate students' medical withdrawals and petitions for reinstatement. The English Department shares the time of one of its faculty to supervise the tutorial program and teach Developmental English at PRC. The clinical psychologists are shifting some of their attention away from one-to-one counseling in personal-social matters to the growing career guidance needs of the students and are developing the intensive training program for paraprofessionals. Although the two public agencies—State Vocational Rehabilitation and Parole and Probation—are not University operated, they are counseling services required by an ever increasing number of students, and have been invited to share the centralized facility. The psychometrist serves the entire staff as does the research coordinator.

The Personal Resource Coordinating Committee is one way in which the staff facilitates communication. The Committee members discuss recurring patterns that they encounter and they learn more about the way each service operates.

Through orientation sessions, publicity in *The Oracle* (student newspaper), speeches, posters, teaching academic courses, University distributed memos and open houses, the Center works at making students and staff referral sources aware of its services and their significance.

The Student Career and Employment Center

SCEC seems to be designed on the assumption that the organized University activities that bear upon occupational entry ought to be integrated. It is operated by a director and a staff of 15. (See Diagram I, p. 32.)

One unit in SCEC, the Cooperative Education program, is USF's program in which a student alternates between terms of on-campus study and off-campus training assignments with business, industry or government in his area of professional interest. It is open to all majors (except nursing and medicine) and students are invited to apply as soon as possible after matriculation. The counseling, placement and follow-up of Coop students takes place in SCEC.

Also administered through SCEC is placement for graduating students and alumni, and career-related summer employment. Students who are approved for financial aid jobs on campus come here for counseling and placement. Included is employment funded by the College Work-Study Program. Those who want part-time employment off-campus can find announcements on the bulletin board. The Director conducts seminars for seniors on man-power trends.

The Future

Students who were interviewed attribute the Center's effectiveness to its congeniality and informality. They regard it as a home base. Staff members say they work as a team, they are encouraged to experiment and they have good leadership. They believe that these qualities, together with diversity represented on the staff let students know that they care about them. Although U.S.F. has not been without a counseling center, those responsible for it—Staff and Vice President Howell—cannot imagine the institution without one.

PRC is an integral part of USF's budget. Its staff is dedicated and seems to be highly regarded in the University community—all signs of a viable future. The PRC is continually evaluated by its staff and the students, and changes are made to reflect movement of needs of students and the taxpayers. They believe that students would demand such a service. They know that the institution cannot fulfill its commitment to total student development without it.

DOES IT MAKE A DIFFERENCE?

At each of the institutions visited in connection with the preparation of this document, the presidents or others who observed the creation of a coordinated program of counseling on their campus were asked, "What difference did it make?"

At Albany State, President Hayes says that the faculty is now more alert to its counseling responsibilities. The students feel that more than ever they now have a place where they can express their values, even if they do differ from those of the college. President Sawyer at Texas Southern believes the University now has a vehicle through which it can understand and deal with the exigencies of educating college students. Students at North Carolina A. and T. are sure that their Center enhances their chances for admission to graduate school. The counseling staff at the University of South Florida cannot imagine how an institution with its commitment to total education could fulfill that mission without the Personal Resource Center. If somehow these programs were eliminated, they believe that students would demand their return.

These views can be summarized and supported by research.* The major beneficiaries of a coordinated program of counseling are the students. Presidents of colleges who have organized formal counseling programs are confident that their students are aware of the services and that the services will receive appreciable use. Presidents of colleges that have not formalized their programs are not so sure. If knowledge of the availability of a service is the first step toward using it, then a coordinated program is worth the time and effort required to create and maintain it. It ought to be remembered that counseling has not had the vogue among black people (and others who now constitute "new student" groups) that it has had in white middle- and upper-class groups. Giving the program visibility, then, by centralizing its administration and making it geographically accessible will pay off.

A coordinating agency can make a major contribution to the institution's obligation to educate the total student. A programmatic thrust in counseling can reach down into the very depths of various institutional arrangements and maximize the efforts of the institution to respond to the total educational needs of its students. Presidents in institutions that have these formal programs see this more clearly than those who have not had the experience. Where there is a program there is greater likelihood that counselors will be accepted more as educators than as ancillary practitioners. Those who seek their services are less likely to be regarded as "sick," but rather as "developing."

Put another way, counselors viewed through the concept of student development can cast themselves in the role of educators. They can change the center from a medical model—one that heals sick people—to a growth model—one that helps normal college students to develop.

Housing the staff in a central location can facilitate communication. Counselors find it easier to discuss with each other recurring patterns that they encounter in their work, and to learn how each aspect of the program operates. From the student's point of view centralization simplifies on-campus referrals. He is less likely to feel pushed around if a counselor can ask him to see a colleague who is down the hall or downstairs, rather than to see one who is across campus.

Centralization does not preclude outreach. The counseling center is the place where the program is coordinated and from which it radiates. To be sure, outreach can be strengthened, for such activities can occur by design. Those that develop spontaneously can be woven into the total fabric of the counseling program.

It would be naive to suggest that a unified counseling agency as described above can address all of the developmental needs of a student body. But neither can the formal curriculum alone, and neither can the student personnel program—minus the counseling effort. The important point to make is that unification and coordination of counseling is greater than the sum of its parts. It must be more than loose federation of "old" counseling offices that now find themselves under one roof and one budget. The basic task of this new agency must be to help the student transform some of his aspirations, needs, and potentialities into achievements. The more attention we give to his total development, the better his chances will be.

*W. G. Birch, "Administrators' Attitudes Toward Counseling Services for Small Liberal Arts Colleges," Unpublished Ed.D. dissertation, Indiana University, 1970.

BRINGING ABOUT CHANGE

In the Spring of 1972 the Southern Regional Education Board sponsored two conferences in counseling for traditionally black colleges and universities in the SREB region. Present at those conferences were individuals who were either directing counseling programs and interested in expanding them or interested in establishing such programs. They attended upon the recommendation of their presidents. Their attendance is evidence that the central recommendation of this monograph—the coordination of counseling activities—is already in operation on some campuses, and that others are receptive to the notion. It is hoped that the ideas that follow will speed the changes that are already underway and where changes have not yet begun, they will assist in *planning* for the change.

The vignettes of each counseling center presented above reconstruct the processes by which each center came into being. One conclusion that can be drawn is that initiative for the change can come from a variety of sources: administrative fiat, philosophy of higher education, the offer of funds from outside the institution, and the marshalling of institutional data, or a combination of these. Other stimuli to change are well known: financial ups and downs, staff turnover, faculty and student committees and pressure groups of one kind or another. It is best when the initiative for unifying the counseling activities will surface from within the institution, for one is then assured that the idea has some local allies who do not need to be convinced. In this respect there is no substitute for enlightened leadership. Individuals who are currently employed in counseling can be encouraged to bring new ideas to the campus community through further study and attendance at professional meetings, workshops and seminars. Those who take leadership for the change need to understand the philosophy of coordinated counseling and how it is applied in a college or university. Also, they need to understand the concepts involved in planned change, some of which are presented below.

Consider the importance of what has been labeled *driving forces* and *restraining forces.** *Driving forces* include enthusiasm for the idea on the part of the president and general administrative officers. The vignettes have forcefully demonstrated that there is no more powerful a stimulus for initiating a coordinated program of counseling, or for keeping it in operation than a president who is convinced of its merits—especially should the chief student personnel officer and his staff and the chief academic affairs officer be sources of knowledge for informing the entire community about the nature of the idea. Also, student committees are known to be powerful instigators of change.

The unification of counseling activities is likely to be a change that will confront some *restraining forces.* Some staff members already employed in counseling activities may feel that their jobs are in jeopardy or that the new organization will call for them to do more work. Some faculty members may resent the shifting of funds sorely needed for teaching to another enterprise. Some may believe that the present program is adequate or that the school's role should be restricted to development of the intellect. Those students who consider so-called counseling needs as private matters to be concealed may regard the development of a counseling program as an unnecessary incursion into a private domain. It should be remembered that counseling has not had the vogue among blacks that it has had in white middle- and upper-class groups. It is not enough, then, to advocate the unification and intensification of counseling activities. The restraining forces must also be addressed.

Any institution could examine the anatomy of an innovation that it has lived through and make suggestions for selling the idea, easing the transition, and making it work. A few are offered below, some of which are quoted directly from the experience reported by Hurst and his colleagues.*

1. Give special attention to the idiosyncracies and personal needs of all individuals involved.
2. Arrange seminars for faculty and students at which respected, articulate spokesmen discuss the merits of the change. Hopefully, these activities will inform the opposition as well as the uncommitted and thereby convince them that the change is necessary.
3. Inform such groups regarding the budgetary consideration that will be involved. Such candor can help to allay suspicions.
4. Involve segments outside the primary offices to be affected by the change in considerations about how they will be affected, e.g., faculty advisors, residence hall personnel and plant operations.
5. Involve in the restructuring process all those who would be expected to implement the new program, such as program directors, counselors, graduate assistants, secretaries and students. A steering committee with representatives from each group could oversee the development and inauguration of the plan and continue to function in an advisory capacity once the program is operative.

*B. B. Crookstone and W. W. Blaesser, "An Approach to Planned Change," *Personal and Guidance Journal*, 1962, *40*, 610-616.

*James C. Hurst, *et al.* "Reorganizing for Human Development in Higher Education: Obstacles to Change," *Journal of College Student Personnel*, *14*, 1973, 10-15.

6. Reassure present staff that present programs and skills are valued and would only be modified in the direction of greater effectiveness. A gradual, yet specific plan for phasing in of the new program and phasing out of the old one would provide this assurance.
7. Provide for a gradual transition of authority and hierarchy patterns with a series of interim schemes worked out to provide stability along with change. A transition plan with specific steps outlined for each year might help.
8. Open communication channels in all directions so that all involved in the reorganization will feel like they have been heard. For example, feedback "up the system" should be planned rather than left to develop on its own.
9. Design public relations activities in order to help allied departments to understand and appreciate the changes that are occurring.
10. Assure those affected by the changes that they will have an on-going and potent voice in a continually flexible structure.
11. Allow the new organization sufficient time to take hold. Be alert to the tendency of individuals to revert to old habits or old forms of functioning only shifted to a new setting.

One of the decisive considerations in instituting the new plan will be finance. Currently, colleges and universities are attempting to raise faculty salaries and develop new curricula simultaneously with the realization that counseling activities ought to be formalized. It is important to bear in mind that in some cases savings can be realized in the long run. Such savings may accrue, however, only as the program is phased in. Also, more than consolidation may be required: additional personnel, renovated or new facilities, and new equipment may be needed.

The most desirable source for additional finances is the institution's own operating budget. This is one expression of support, confidence and high regard for the counseling operation in the total scheme of education.

Often, however, the realities of today's economy force institutions to seek external aid to initiate their innovations. Sources of such assistance include foundations, federal and state governments and individual benefactors. In the main, these sources provide only sufficient money to see the project through the first few years. It is hoped that where an institution takes this course of action, it will at the same time design a plan whereby financial support for the innovation can be quickly absorbed into the regular operating budget.

Financial resources are not the only ones available to institutions. Cooperative arrangements with nearby colleges to share such resources as test scoring equipment or the services of a reading specialist are other examples. Also, a nearby university with a graduate program for the preparation of counselors could develop a cooperative arrangement by placing counseling interns at the center.

CHECK LIST: IS YOUR COORDINATED COUNSELING PROGRAM SUCCEEDING?

_____ Students know the location of counseling services

_____ Counselors in all segments of the institution communicate with each other

_____ Students use counseling resources

_____ Faculty are actively involved in the counseling of students

_____ Faculty and administrative staff refer students to counseling resources

_____ Faculty and administrative staff consult counselors on student problems

_____ Counseling resources are well publicized

_____ Students are actively involved in counseling each other

_____ Goals of the counseling program are being reached

_____ Community resources are known and used

_____ Goals of the counseling program are known by staff, administration, faculty and students

_____ Counseling is viewed by faculty and administration as part of the total educative process

_____ Institutional policies and procedures have been changed to respond to needs revealed by the counseling program

_____ Members of the counseling staff serve on policy-making committees of the institution

SUGGESTED READINGS

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